

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: March 23, 2005

Time: As Shown

Location: Conference Rooms D & E, James Monroe State Office Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the February 23, 2005, Meeting of the Board

Resolutions/Recognitions

- Recognition of the Recipients of the Board of Education's Leadership in Cultural Diversity Education Award: Lynchburg City Public Schools and First Colonial High School, Virginia Beach City Public Schools
- Recognition of Virginia's 2005 Regional Teachers of the Year and the Virginia Teacher of the Year

Public Comment

Consent Agenda

- A. Final Review of Financial Report on Literary Fund
- B. Final Review of Recommendations Concerning Applications for Literary Fund Loans
- C. Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

Action/Discussion on Board of Education Regulations

- D. First Review of Notice of Intended Regulatory Action (NOIRA) to Amend the *Regulations Governing Literary Loan Applications in Virginia* (8 VAC 20-100-10 et seq.)

Action/Discussion Items

- E. First Review of Praxis I Cut Scores Proposed by the Advisory Board on Teacher Education and Licensure (ABTEL)
- F. First Review of a Recommendation to Continue Program Approval of Teacher Preparation Programs Reviewed in the Fall of 2004
- G. First Review of Nominations to State Special Education Advisory Committee
- H. First Review of Alignment of Board of Education “Highly Qualified” Policies to Requirements for Special Education Teachers Under the Individuals with Disabilities Education Improvement Act of 2004
- I. First Review of Proposed Criteria for Virginia Board of Education Review of Private Educational Management Companies
- J. First Review of the Computer Technology Standards of Learning for Grades K-12

Reports

- K. Status Update on the Recommendations of the Joint Committee of the Board of Education and Board of Health Regarding the Feasibility of Developing an Education Curriculum for Proper Nutrition and Exercise for Students in Grades K-12
- L. Statewide Performance Report Summary for Career and Technical Education

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, March 22, 2005. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: A.

Date: March 23, 2005

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025

E-Mail Address: Daniel.Timberlake@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information:

In accordance with the provisions of the Code of Virginia, Chapter 10, Section 22.1-142, the Board of Education is responsible for the management of the Literary Fund. This report reflects the status of the Literary Fund and the status of the Reserve Fund, which is in the custody of the Virginia Public School Authority (VPSA). The report also reflects the total principal of the fund, as well as cash, investments, and all short and long term loans in both funds.

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of December 31, 2004. The information presented in this report reflects the commitments against the Literary Fund as of December 31, 2004.

Attachment B reflects the currently active projects as of December 31, 2004.

Attachment C represents a three-year income analysis of the Literary Fund.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of December 31, 2004.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with cash reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

BOARD OF EDUCATION
STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of December 2004)

Line Reference		December 31, 2004	September 30, 2004	Increase/(Decrease)
PRINCIPAL BALANCE				
1.	Cash and investments maintained by State Treasurer	133,934,558.00	113,173,485.00	20,761,073.00
2.	Loans received from local school boards (secured by promissory notes)	14,313,954.00	14,313,954.00	-
3.	Cash and investments in custody of Virginia Public School Authority (VPSA)	-	-	-
4.	Long-term loans in custody of Virginia Public School Authority (VPSA)	382,840,973.00	390,724,957.00	(7,883,984.00)
5.	Total Principal of Literary Fund	531,089,485.00	518,212,396.00	12,877,089.00
CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE				
6.	Balance due on active projects (Attachment B)	8,909,209.73	8,869,057.46	40,152.27
7.	Debt service on VPSA equipment notes ¹	61,279,105.00	64,511,600.00	(3,232,495.00)
8.	Interest rate subsidy ²	5,000,000.00	5,000,000.00	-
9.	Trigon Reserve	5,657,429.00	5,657,429.00	-
10.	Transfer for Teacher Retirement ³	131,854,700.00	131,854,700.00	-
11.	Other Encumbrances held by Treasurer of Virginia	10,233.54	10,233.54	-
12.	Total of Literary Fund Commitments	212,710,677.27	215,903,020.00	(3,192,342.73)
FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS				
13.	Cash and investments maintained by State Treasurer (Line 1)	133,934,558.00		
14.	Less commitments against Literary Fund Revenues (Line 12)	(212,710,677.27)		
15.	Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)	(78,776,119.27)		

NOTES:

¹ Chapter 4 approved June 25, 2004, requires \$64,511,600 to be set aside for debt service on equipment notes. (Payment of \$3,232,495 in October)

² Chapter 4 approved June 25, 2004, requires \$5,000,000 to be set aside for an interest rate subsidy program.

³ Chapter 4 approved June 25, 2004, requires \$131,854,700 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2005.

ACTIVE PROJECTS AS OF DECEMBER 31, 2004

Application Number	School Division	School	Date Released by Board of Education	Funds Released	Funds Disbursed	Balance Due
10963	Augusta County	1999 Subsidy (Churchville Elem)	11/18/1999	1,439,546.00	1,415,188.31	24,357.69
10975	Clarke County	Johnson Williams Middle	9/28/2000	7,500,000.00	-	7,500,000.00
11058	Halifax County	Sydnor Jennings Elementary	6/20/2001	3,500,000.00	3,400,074.56	99,925.44
11150	Nottoway County	Crewe Primary (2004 Subsidy)	11/9/2004	191,790.06	161,571.70	30,218.36
11151	Nottoway County	Blackstone Primary (2004 Subsidy)	11/9/2004	54,631.84	40,392.93	14,238.91
11111	Patrick County	Woolwine Elementary (2002 Subsidy)	11/7/2002	50,763.00	44,263.00	6,500.00
11105	Russell County	Honaker Elementary (2002 Subsidy)	11/7/2002	325,917.27	312,225.59	13,691.68
11071	Smyth County	Chilhowie Elementary	9/26/2001	2,593,511.00	2,228,829.00	364,682.00
11070	Smyth County	Chilhowie Middle/High	9/26/2001	2,238,759.00	2,146,934.00	91,825.00
11131	Stafford County	Stafford Elementary (2003 Subsidy)	11/30/2003	659,305.31	654,746.41	4,558.90
11034	Sussex County	Sussex Central High	9/28/2000	7,500,000.00	7,118,661.00	381,339.00
11102	Washington County	Rhea Valley Elem (2001 Subsidy)	11/26/2001	168,673.00	75,187.31	93,485.69
11096	Washington County	Abingdon High (2003 Subsidy)	11/30/2003	34,942.97	10,234.00	24,708.97
11097	Washington County	John S. Battle High (2003 Subsidy)	11/30/2003	30,209.93	-	30,209.93
11098	Washington County	Holston High (2003 Subsidy)	11/30/2003	20,948.94	-	20,948.94
11099	Washington County	Patrick Henry High (2003 Subsidy)	11/30/2003	30,181.33	-	30,181.33
11100	Washington County	Valley Institute (2003 Subsidy)	11/30/2003	5,861.31	-	5,861.31
11078	Washington County	Wallace Middle	9/26/2001	439,704.00	439,616.00	88.00
11083	Washington County	Glade Spring Middle	9/26/2001	139,220.00	119,585.00	19,635.00
11063	Chesapeake City	Great Bridge Intermediate (2001 Subsidy)	9/26/2001	66,655.00	62,359.58	4,295.42
11062	Chesapeake City	Butts Road Intermediate (2001 Subsidy)	9/26/2001	85,594.00	47,074.71	38,519.29
11064	Chesapeake City	Greenbrier Intermediate (2001 Subsidy)	9/26/2001	85,594.00	45,824.17	39,769.83
10999	Franklin City	Franklin High School (1999 Subsidy)	11/18/1999	263,300.00	193,130.96	70,169.04
March, 2005				27,425,107.96	18,515,898.23	8,909,209.73

LITERARY FUND OF VIRGINIA
INCOME ANALYSIS (2002-03 THRU 2004-05)

2002-03	Interest	Fines & Forfeitures	Unclaimed Property	Lottery Transfer	VPSA Transfer	Total
July	\$335,562	\$0	\$0	\$0	\$0	\$335,562
August	\$393,014	\$4,206,398	0	\$1,020,393	0	5,619,805
September	\$604,196	\$4,021,573	0	\$578,775	0	5,204,544
October	\$1,510,810	\$4,425,113	0	\$1,044,794	0	6,980,717
November	\$377,820	\$4,515,153	0	\$664,449	0	5,557,422
December	\$273,541	\$3,299,144	0	\$436,899	0	4,009,584
January	\$2,157,923	\$3,387,862	0	\$647,278	48,455,163	54,648,226
February	\$354,322	\$4,703,278	30,000,000	\$635,618	0	35,693,218
March	\$375,106	\$4,038,001	0	\$659,630	0	5,072,737
April	\$2,308,339	\$4,263,825	0	\$703,270	0	7,275,434
May	\$533,012	\$4,278,760	0	\$0	0	4,811,772
June	\$2,919,696	\$8,429,766	14,000,000	\$5,913,477	0	31,262,939
	\$12,143,341	\$49,568,873	\$44,000,000	\$12,304,583	\$48,455,163	\$166,471,960
2003-04	Interest	Fines & Forfeitures	Unclaimed Property	Lottery Transfer	VPSA Transfer	Total
July	\$7,560	\$0	\$0	\$0	\$0	\$7,560
August	\$401,611	\$4,218,866	0	\$0	0	4,620,477
September	\$388,489	\$4,193,908	0	\$708,102	0	5,290,499
October	\$953,432	\$4,193,773	0	\$1,464,273	0	6,611,478
November	\$430,922	\$7,370,275	0	\$614,751	0	8,415,948
December	\$331,088	\$7,925,364	0	\$979,623	0	9,236,075
January	\$1,091,268	\$5,970,204	0	\$588,093	50,494,673	58,144,238
February	\$409,446	\$5,021,910	0	\$0	0	5,431,356
March	\$502,894	\$4,577,460	30,000,000	\$1,635,305	0	36,715,659
April	\$1,660,228	\$5,482,738	0	\$739,989	0	7,882,955
May	\$2,181,071	\$4,840,637	0	\$3,280,587	16,803,247	27,105,542
June	\$5,501,604	\$10,044,075	20,000,000	\$3,024,259	1,056,509	39,626,447
	\$13,859,613	\$63,839,210	\$50,000,000	\$13,034,982	\$68,354,429	\$209,088,234
2004-05	Interest	Fines & Forfeitures	Unclaimed Property	Lottery Transfer	VPSA Transfer	Total
July	\$5,866,000	\$0	\$0	\$0	\$0	\$5,866,000
August	\$6,459,099	\$5,012,841	0	\$0	0	11,471,940
September	\$3,059,842	\$4,747,251	0	\$1,204,496	0	9,011,589
October	\$4,141,436	\$4,792,135	0	\$1,471,795	0	10,405,366
November	\$3,618,956	\$4,667,022	0	\$771,191	0	9,057,169
December	\$4,017,896	\$4,344,052	0	\$355,016	0	8,716,964
January	\$5,140,000	\$4,783,000	0	\$1,000,000	59,232,000	70,155,000 *
February	\$3,681,000	\$4,783,000	0	\$1,000,000	0	9,464,000 *
March	\$5,062,000	\$4,783,000	40,000,000	\$1,000,000	0	50,845,000 *
April	\$6,089,000	\$4,783,000	0	\$1,000,000	0	11,872,000 *
May	\$2,539,000	\$4,783,000	0	\$1,000,000	0	8,322,000 *
June	\$4,157,000	\$9,567,000	20,000,000	\$1,000,000	0	34,724,000 *
	\$53,831,229	\$57,045,301	\$60,000,000	\$9,802,498	\$59,232,000	\$239,911,028

* Estimated Amounts

Board of Education Agenda Item

Item: B.

Date: March 23, 2005

Topic: Final Review of Recommendations Concerning Applications for Literary Fund Loans

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Daniel.Timberlake@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information:

The recommendation for approval of the projects on Attachment A is in accordance with the Code of Virginia, Chapter 10, Section 22.1-146, which authorizes the Board of Education to make loans from the Literary Fund for the purpose of erecting, altering, or enlarging school buildings. Approval of an application constitutes the first step in a two-step process to secure a loan from the Literary Fund. The second step can occur only after Departmental receipt of final plans and specifications per Section 22.1-140 of the Code, coupled with a written request to the Department for release of funds, with the latter request also requiring Board approval.

Summary of Major Elements

Attachment A reflects one application that has been reviewed by the Department. This application has met all of the Board's requirements necessary to be approved for a Literary Fund loan and is currently under review by the Office of the Attorney General.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of one application in the amount of \$7,500,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, Code of Virginia (Attachment A).

Impact on Resources:

There will be no impact on the resources of the Literary Fund until a locality receives approval from the Board of Education for the release of funds and construction commences on the approved project.

Timetable for Further Review/Action:

Recommendations similar to Attachment A will be presented to the Board on a quarterly basis as needed, if found in proper order after review by the Department and Office of the Attorney General staff.

BOARD OF EDUCATION
APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved.

School Division	School	Amount	Comment
Hanover County	New 2006 Elementary	\$7,500,000	New Construction (Plans Approved)
Total		\$7,500,000	

March, 2005

Board of Education Agenda Item

Item: _____ C. _____

Date: _____ March 23, 2005 _____

Topic: Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025

E-Mail Address: Daniel.Timberlake@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at
future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The Literary Fund regulations of the Board establish two priorities for the Literary Fund Waiting lists. These priorities are summarized as follows:

Priority 1: Applications from localities having a composite index less than 0.6000 and an indebtedness less than \$20 million to the Literary Fund (Attachment A).

Priority 2: Applications from localities having a composite index of 0.6000 or above or an indebtedness of \$20 million or greater to the Literary Fund (Attachment B).

Attachment C is the Board of Education's current Approved Application List. This attachment identifies the Literary Fund applications that are approved as to form but are not included on either waiting list nor are they recommended for funding.

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of two elements that require action by the Board of Education. These elements are:

1. One new project totaling \$7,500,000, listed on Attachment A, is eligible for placement on the First Priority Waiting List, subject to review and approval by the Office of the Attorney General pursuant to § 22.1-156, Code of Virginia.
2. Salem City submitted a letter dated January 24, 2005, requesting that the project for Andrew Lewis Middle School be removed from the First Priority Waiting List. The school board has acquired funding from sources other than the Literary Fund for this project.

Superintendent's Recommendation:

No funds are available at this time to release loans for projects on the First Priority Waiting List.

The Superintendent of Public Instruction recommends that the Board of Education approve the actions described in the two elements listed under "Summary of Major Elements."

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on this subject as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting List.

BOARD OF EDUCATION - FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
1	February, 2002	Orange County	Locust Grove Middle	4%	7,500,000	7,500,000	Funding Deferred
2	March, 2002	Hopewell City	Carter G. Woodson Middle	2%	1,100,000	8,600,000	Funding Deferred
3	March, 2002	King William County	King William High	3%	7,500,000	16,100,000	Funding Deferred
4	March, 2002	Buckingham County	Buckingham Middle	2%	7,500,000	23,600,000	Funding Deferred
5	April, 2002	Fluvanna County	Fluvanna High	3%	7,500,000	31,100,000	Funding Deferred
6	April, 2002	Orange County	Orange County High	4%	7,500,000	38,600,000	Funding Deferred
7	May, 2002	Amelia County	Amelia High	3%	2,500,000	41,100,000	Funding Deferred
8	May, 2002	Amelia County	Amelia Middle	3%	5,000,000	46,100,000	Funding Deferred
9	June, 2002	Prince George County	South Elementary	2%	5,911,575	52,011,575	Funding Deferred
10	June, 2002	Prince George County	Harrison Elementary	2%	7,044,000	59,055,575	Funding Deferred
11	July, 2002	Newport News City	General Stanford Elementary	2%	7,500,000	66,555,575	Funding Deferred
12	<i>March, 2003</i>	<i>Salem City</i>	<i>Andrew Lewis Middle</i>	<i>4%</i>	<i>7,500,000</i>	<i>74,055,575</i>	<i>Remove</i>
13	March, 2003	Franklin County	Windy Gap Elementary	3%	7,500,000	81,555,575	Funding Deferred
14	March, 2003	Lynchburg City	E. C. Glass High	3%	7,500,000	89,055,575	Funding Deferred
15	March, 2003	Lunenburg County	Lunenburg Middle	2%	7,500,000	96,555,575	Funding Deferred
16	June, 2003	King George County	King George Elementary	3%	7,500,000	104,055,575	Funding Deferred
17	June, 2003	Galax City	Galax Elementary	3%	2,000,000	106,055,575	Funding Deferred
18	June, 2003	Sussex County	Sussex Central Middle	3%	7,500,000	113,555,575	Funding Deferred
19	June, 2003	Floyd County	Check Elementary	3%	2,160,800	115,716,375	Funding Deferred
20	June, 2003	Floyd County	Floyd Elementary	3%	1,123,737	116,840,112	Funding Deferred
21	June, 2003	Floyd County	Indian Valley Elementary	3%	2,030,933	118,871,045	Funding Deferred
22	June, 2003	Floyd County	Willis Elementary	3%	1,820,531	120,691,576	Funding Deferred
23	June, 2003	Floyd County	Floyd High	3%	4,863,998	125,555,574	Funding Deferred
24	June, 2003	Alleghany County	Falling Springs Elementary	2%	2,000,000	127,555,574	Funding Deferred
25	June, 2003	Alleghany County	Callaghan Elementary	2%	1,000,000	128,555,574	Funding Deferred
26	June, 2003	Alleghany County	Sharon Elementary	2%	1,000,000	129,555,574	Funding Deferred

BOARD OF EDUCATION - FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
27	June, 2003	Stafford County	New Elementary 2004	3%	7,500,000	137,055,574	Funding Deferred
28	February, 2004	Mecklenburg County	South Hill Elementary	3%	7,500,000	144,555,574	Funding Deferred
29	February, 2004	Manassas Park City	Manassas Park High	3%	7,000,000	151,555,574	Funding Deferred
30	February, 2004	Rockingham County	Montevideo Middle	3%	6,600,000	158,155,574	Funding Deferred
31	February, 2004	Rockingham County	Elkton Middle	3%	7,000,000	165,155,574	Funding Deferred
32	April, 2004	Greene County	William Monroe High	3%	4,000,000	169,155,574	Funding Deferred
33	April, 2004	Greene County	William Monroe Middle	3%	5,000,000	174,155,574	Funding Deferred
34	April, 2004	Patrick County	Woolwine Elementary	2%	575,000	174,730,574	Funding Deferred
35	April, 2004	Patrick County	Patrick County High	2%	1,714,000	176,444,574	Funding Deferred
36	April, 2004	New Kent County	New Kent Primary	4%	2,596,515	179,041,089	Funding Deferred
37	April, 2004	New Kent County	G. W. Watkins Elementary	4%	6,912,054	185,953,143	Funding Deferred
38	June, 2004	Page County	Page County High	2%	7,500,000	193,453,143	Funding Deferred
39	June, 2004	Page County	Luray High	2%	7,500,000	200,953,143	Funding Deferred
40	September, 2004	Roanoke City	Patrick Henry High	3%	7,500,000	208,453,143	Funding Deferred
41	September, 2004	Roanoke City	Fallon Park Elementary	3%	1,600,000	210,053,143	Funding Deferred
42	September, 2004	Roanoke City	Westside Elementary	3%	3,100,000	213,153,143	Funding Deferred
43	September, 2004	Hanover County	Stonewall Jackson Middle	4%	2,025,000	215,178,143	Funding Deferred
44	January, 2005	Accomack County	Arcadia Middle	2%	7,500,000	222,678,143	Funding Deferred
45	January, 2005	Accomack County	Nandua Middle	2%	4,500,000	227,178,143	Funding Deferred
46	January, 2005	Portsmouth City	Park View Elementary	2%	7,500,000	234,678,143	Funding Deferred
47	January, 2005	Campbell County	Yellow Branch Elementary	2%	7,500,000	242,178,143	Funding Deferred
48	January, 2005	Russell County	Lebanon Primary	2%	4,000,000	246,178,143	Funding Deferred
49	January, 2005	Brunswick County	Brunswick High	2%	7,500,000	253,678,143	Funding Deferred

New projects to be added with funding deferred until funds are approved for release by separate action by the Board of Education.

50	March, 2005	Hanover County	New 2006 Elementary		7,500,000	261,178,143	Add/Funding Deferred
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March, 2005

BOARD OF EDUCATION - SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total
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NO PROJECTS

March, 2005

LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST

Application Number	School Division	SCHOOL	Application Amount	Date Approved by Board of Education
11105	Pulaski County	Pulaski High School	\$1,200,000	February 5, 2002

*Reflects only those applications not on waiting lists

March, 2005

Board of Education Agenda Item

Item: D.

Date: March 23, 2005

Topic: First Review of Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Literary Loan Applications in Virginia (8 VAC 20-100-10 et seq.)

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025

E-Mail Address: Daniel.Timberlake@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information:

The Board of Education is authorized to make loans or interest rate subsidy payments from the Literary Fund pursuant to §22.1-146, *Code of Virginia*. Further, the Board of Education is authorized to promulgate regulations governing the Literary Fund pursuant to §22.1-16, *Code of Virginia*. The last revisions to the *Regulations Governing Literary Fund Loan Applications in Virginia* were made in 1995. Since that time, statutory provisions addressing the content of these regulations have been enacted or amended.

The Department of Education (DOE) requests permission to begin the process for revising the current regulations. Specifically, DOE requests permission to submit the Notice of Intended Regulatory Action (NOIRA) to the Department of Planning and Budget consistent with Executive Order Number 21 (2002) and also to submit the NOIRA to the State Registrar as required by the Administrative Process Act (APA).

A draft copy of the NOIRA is attached. Also, a copy of a presentation given to the 2005 General Assembly on the status of the Literary Fund is attached as reference material for the Board's information.

Summary of Major Elements

A preliminary list of issues that must be addressed concerning changes to the Literary Fund regulations includes:

1. Revision of the maximum loan amount – The 1998 General Assembly passed legislation that increased the maximum loan amount for a single project from \$5,000,000 to \$7,500,000.
2. Technology purchases – The 1997 General Assembly passed legislation allowing the Board of Education to issue Literary Fund loans to purchase technology equipment.
3. Administrative changes – The Department of Education proposes adding language to the regulations requiring school divisions only to certify that qualifying expenditures are being reimbursed and allowing them to maintain in their own files the documentation supporting the reimbursement requests submitted for payment. Currently, the regulations require school divisions to submit that documentation to the department.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review of this request and approve the department's request to proceed with submission of the NOIRA to the Department of Planning and Budget and to the State Registrar.

Impact on Resources:

There is no impact on DOE's resources to initiate these regulations. The impact on DOE's resources to complete the APA process will be minimal and will result from the costs of conducting public hearings and producing materials.

The impact of the changes proposed to the regulations cannot be determined at this time since the process has not yet begun. As changes are discussed, DOE will advise the Board if any changes will have a fiscal impact on the department or on school divisions.

Timetable for Further Review/Action:

Upon approval of the NOIRA package by the Department of Planning and Budget and the Secretary of Education, DOE will file the NOIRA package with the State Registrar, which will begin the APA process. The first step in the APA process is for the NOIRA to be published in the Register of Regulations. This first publication meets the requirement for public notice.

The Board will be asked to begin the revision process at the first meeting following the conclusion of the public notice period. The Board should consider any elements they wish to change in the regulations.



Virginia
Regulatory
Town Hall

townhall.state.va.us

Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20 –100
Regulation title	Regulations Governing Literary Fund Loan Applications in Virginia
Action title	Updating Regulations
Document preparation date	Enter date this form is uploaded on the Town Hall

This information is required for executive review (www.townhall.state.va.us/dpbpages/apaintro.htm#execreview) and the Virginia Registrar of Regulations (legis.state.va.us/codecomm/register/regindex.htm), pursuant to the Virginia Administrative Process Act (www.townhall.state.va.us/dpbpages/dpb_ap.htm), Executive Orders 21 (2002) and 58 (1999) (www.governor.state.va.us/Press_Policy/Executive_Orders/EOHome.html), and the *Virginia Register Form, Style, and Procedure Manual* (http://legis.state.va.us/codecomm/register/download/styl8_95.rtf).

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

The Board of Education is requesting authorization to prepare and submit the Notice of Intended Regulatory Action [as required by the Virginia Administrative Process Act and Executive Order Number 21 (2002)] in order to amend 8 VAC 20-100: Regulations Governing Literary Fund Loan Applications in Virginia.

The last revision to these regulations was in 1995. Since that time, statutory provisions addressing the content of these regulations have been enacted or amended.

Legal basis

Please identify the state and/or federal source of legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly bill and chapter numbers, if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Chapter 10 (Section 22.1-140 through Section 22-1.161, Code of Virginia; Article 8 of the Constitution of Virginia.

Section 22.1-16 <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-16> , Code of Virginia, authorizes the Board to promulgate “such regulations as may be necessary to carry out its powers and duties...” Section 22.1-142 <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-142> states the Literary Fund shall be invested and managed by the Board of Education as prescribed by Section 22.1-145 <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-145> Section 22.1-146 <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-146> gives the Board of Education the power to make loans from the Literary Fund for erection, etc. of school buildings.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the regulation is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.

The following summarizes a preliminary list of issues that will be addressed with changes in the Literary Fund regulations.

1. Revision of the maximum loan amount – The 1998 General Assembly passed legislation that increased the maximum loan amount for a single project from \$5,000,000 to \$7,500,000.
2. Technology purchases – The 1997 General Assembly passed legislation allowing the Board of Education to issue Literary Fund loans to purchase technology equipment.
3. Administrative changes – The Department of Education proposes adding language to the regulations requiring school divisions only to certify that qualifying expenditures are being reimbursed and allowing them to maintain in their own files the documentation supporting the reimbursement requests submitted for payment. Currently, the regulations require school divisions to submit that documentation to the department.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.

The proposed action is to amend existing regulations. The current regulations must be revised to eliminate conflicts with existing state laws and to permit use of streamlined administrative practices. No viable alternatives to promulgating regulations are available since the procedures for governing Literary Fund loans must be enforceable and have the effect of administrative law.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

There is no potential impact of the proposed regulatory action on the institution of the family and family stability.



BRIEFING

**STATUS REPORT ON THE
LITERARY FUND**

**PRESENTED TO THE
HOUSE APPROPRIATIONS SUBCOMMITTEE
ON ELEMENTARY AND SECONDARY
EDUCATION**

JANUARY 18, 2005

**Daniel S. Timberlake
Assistant Superintendent for Finance**



BRIEFING

Background

- The Literary Fund is a permanent and perpetual school fund that began in 1810 and was later established in the Constitution of Virginia.
- Revenues to the Literary Fund are derived primarily from criminal fines, fees, and forfeitures, unclaimed and escheated property, and repayments of prior Literary Fund loans. The most recent addition to the sources of Literary Fund revenues has been the transfers from unclaimed lottery winnings.
- In fiscal year 2004, total revenues were \$209.1 million. The revenue sources were:
 - \$63.8 million from fines, fees, and forfeitures
 - 68.4 million from Literary Fund repayments
 - 50.0 million from unclaimed property
 - 13.0 million from unclaimed lottery winnings
 - 13.9 million in interest earnings
- The Literary Fund has typically been used to provide low-interest loans for school construction, grants under the interest rate subsidy program, debt service for technology funding, and to support the state's share of teacher retirement required by the Standards of Quality.

Terms of a Literary Fund Loan

- Current law and Board of Education regulations provide that:
 - Literary Fund loans may be offered as a source of low-interest loans for the purpose of erecting, altering, or enlarging school buildings;
 - the maximum loan amount available for a single project is \$7.5 million;
 - the minimum loan amount is \$50,000;
 - the length of the loan may run from five to 20 years, but the majority of loans are made for 20 years;
 - the interest rate is based on the school division's composite index of local ability-to-pay. The interest rates are as follows:

<u>Composite Index</u>	<u>Interest Rate</u>
0.2999 and below	2%
From 0.3000 to 0.3999	3%
From 0.4000 to 0.4999	4%
From 0.5000 to 0.5999	5%
0.6000 and above	6%

- Loan applications are placed on a Literary Fund Waiting List in priority order.

Direct Literary Fund Loans Released by Fiscal Year

- Since fiscal year 1983, a total of \$882.9 million has been provided in direct Literary Fund loans to local school divisions. The chart below reflects the release of these loans by fiscal year.

Fiscal Year	Projects Funded
1983	\$41,917,922
1984	13,090,500
1985	40,425,600
1986	32,768,391
1987	64,951,999
1988	36,212,656
1989	68,865,889
1990	22,158,479
1991	16,374,400
1992	-0-
1993	-0-
1994	-0-
1995	23,186,074
1996	48,888,628
1997	67,163,679
1998	78,254,001
1999	111,271,391
2000	99,576,079
2001	117,794,506
2002	-0-
2003	-0-
2004	-0-

Literary Fund Transfers

The Constitution provides that, “*But so long as the principal of the Fund totals as much as eighty million dollars, the General Assembly may set aside all or any part of additional moneys received into its principal for public school purposes, including the teachers retirement fund.*”

- As of June 30, 2004, the principal of the Literary Fund was approximately \$502.9 million.
- Transferring revenue from the Literary Fund for teacher retirement payments has been a standard practice at least since 1973. This action reduces the general fund appropriations needed for teacher retirement and thus makes the general fund revenues available for other purposes.
- Transfers from the Literary Fund for teacher retirement increased steadily over time with increases in Literary Fund revenue itself, reaching more than \$100 million in fiscal year 1992.
- With nearly 90% of all Literary Fund revenues transferred to teacher retirement in fiscal years 1992, 1993, and 1994, many projects waited more than two years to receive funding.
- No direct loans were made from the Literary Fund from January 1991 until April 1995.

Literary Fund Transfers - continued

- Transfers for teacher retirement diminished in the last half of the 1990s and were eliminated in fiscal years 2000 and 2001.
- Since fiscal year 2002, the majority of the Literary Fund revenues have been transferred to support teacher retirement in order to reduce the pressure placed on the general fund.

In fiscal year 1999, a new type of transfer began.

- In fiscal year 1999, \$9.0 million was designated in the appropriation act for transfer from the Literary Fund to the School Construction Grants Program.
- This transfer amount was based on the estimated revenue from the unclaimed lottery prizes.
- The actual transfer in fiscal year 1999 was \$8.4 million.
- Since then, the following transfers have been made:
 - Fiscal year 2000 - \$10.2 million
 - Fiscal year 2001 - \$ 8.2 million
 - Fiscal year 2002 - \$ 9.2 million
- These transfers were discontinued in the 2002-2004 biennium.

Literary Fund Transfer History - Since 1980

Since 1980, approximately \$1.4 billion (49%) has been transferred from Literary Fund revenues for teacher retirement or school construction.

(\$ in millions)

Fiscal Year	Total Revenues	Teacher Retirement Transfer	School Construction Transfer	Total Percent Transferred
1980	\$33.2	\$1.5		4.5%
1981	\$34.1	\$3.3		9.7%
1982	\$41.3	\$8.4		20.3%
1983	\$45.7	\$31.7		69.4%
1984	\$48.4	\$44.4		91.7%
1985	\$51.1	\$10.0		19.6%
1986	\$58.8	\$22.0		37.4%
1987	\$64.4	\$15.0		23.3%
1988	\$67.8	\$32.1		47.3%
1989	\$80.1	\$10.0		12.5%
1990	\$85.1	\$60.0		70.5%
1991	\$102.1	\$36.8		36.0%
1992	\$102.8	\$101.1		98.3%
1993	\$100.9	\$84.5		83.7%
1994	\$101.5	\$93.9		92.5%
1995	\$119.0	\$82.3		69.2%
1996	\$108.6	\$35.0		32.2%
1997	\$124.1	\$41.1		33.1%
1998	\$127.0	\$15.5		12.2%
1999	\$140.3	\$7.8	\$8.4	11.5%
2000	\$138.6	0	\$10.2	7.4%
2001	\$162.0	0	\$8.2	5.1%
2002	\$154.2	\$110.0	\$9.2	77.3%
2003	\$166.5	\$112.8		67.7%
2004	\$209.1	\$118.5		56.7%
2005 - estimate	\$182.3	\$131.9		72.4%
2006 - estimate	\$182.9	\$135.9		74.3%

Literary Funds Used for Technology

- Beginning in 1988, Literary Fund revenues were used as a mechanism to finance the purchase of computers and related technology.
- Technology initiatives have been funded and/or authorized through the issuance of equipment notes through the Virginia Public School Authority with the debt service paid by the Literary Fund.
 - The 1988 initiative focused on computers to assist with remediation instruction in middle schools and distance learning equipment.
 - The 1990 initiative continued implementation of remediation and distance learning efforts at the middle school level and provided funding for statewide administrative computing efforts.
 - The 1995 initiative provided a core level of computer capabilities and access to information in every elementary school (complementing efforts at the middle and high school levels funded in the prior session from the general fund) and began networking efforts.
 - Throughout most of the late 1990s, initiatives have focused on three main components of the Six-Year Plan for Technology: (1) retrofitting and upgrading existing school buildings to use educational technology, (2) providing network-ready multimedia computers for use at the classroom level, and (3) providing a 5 to 1 ratio of pupils to network-ready computers.

Literary Funds Used for Technology - continued

- The 1999 General Assembly authorized a Literary Fund notes program to replace the outdated administrative and student information software that was being used by many school divisions.
- Since fiscal year 2001, the bond issues have been dedicated to, "... a computer-based instructional and testing system for the Standards of Learning..."
- To date, approximately \$232.9 million have been issued as VPSA bonds to support this most recent initiative. During the course of this biennium, approximately \$117.9 million (*per HB 1500 as introduced*) in additional bond proceeds will be made available to school divisions for this initiative.

Interest Rate Subsidy Program

- Given the level of transfers for teacher retirement, the General Assembly authorized a program of “interest rate subsidies” in order to provide maximum funding for school construction projects beginning in fiscal year 1989.
- The purpose of the program is to fund construction loan projects that are currently on the Literary Fund’s First Priority Waiting List through the Virginia Public School Authority.
- Funds are granted from the Literary Fund for each project to reduce the principal amount of debt financed in a manner that produces debt service payments equivalent to what the school division would have paid for a direct Literary Fund loan.
- Based on the level of market rates at the time of a subsidy sale and the rate of interest charged to localities through the Literary Fund, subsidy programs have funded an average of \$5.4 of construction projects with every \$1 of Literary Fund revenue.

Interest Rate Subsidy Program - continued

The following is a summary of the total projects funded and the costs to the Literary Fund for the subsidy program.

Year	Value of Projects Funded	Total Cost to the Literary Fund	Ratio of Projects Funded to Literary Fund Cost
1988	\$23,757,500	\$8,446,500	2.8
1990	43,405,770	11,033,560	3.9
1991	106,806,799	27,898,774	3.8
1992	42,872,037	10,611,971	4.0
1994	40,689,574	10,069,683	4.0
1995	64,733,441	12,266,988	5.3
1996	43,675,000	8,652,972	5.0
1997	59,795,100	9,963,749	6.0
1998	42,978,700	5,596,579	7.7
1999	51,811,589	9,967,509	5.2
2000	102,923,607	18,824,375	5.5
2001	104,628,220	11,324,309	9.2
2002	51,082,187	5,000,000	10.2
2003	35,253,087	2,921,438	12.1
2004	37,352,634	4,870,341	7.7
Total	\$851,765,245	\$157,448,748	
Average Ratio			5.4

Current Status of the Literary Fund

- As of January 2005, the First Priority Waiting List consisted of 49 projects totaling \$253.7 million.
- The project that has been on the First Priority Waiting List for the longest period of time was placed there in February 2002.
- In fiscal year 2005, revenues are estimated to be \$182.3 million. These revenues will be added to \$68.1 million of unspent revenues from fiscal year 2004.
- These funds are programmed to be used in the following manner pursuant to the provisions of the appropriation act:
 - \$131.9 million will be transferred for teacher retirement;
 - \$64.5 million will be used to pay debt service on the technology equipment notes;
 - \$4.9 million will be used for an interest rate subsidy program; and,
 - it is not anticipated that any funds will be available to issue direct loans.

Current Status of the Literary Fund - continued

- In fiscal year 2006, revenues are estimated to be \$182.9 million. These revenues will be added to \$49.1 million of anticipated unspent revenues from fiscal year 2005.
- These funds are programmed to be used in the following manner pursuant to the provisions of the appropriation act:
 - \$135.9 million will be transferred for teacher retirement;
 - \$62.2 million will be used to pay debt service on the technology equipment notes;
 - \$25.0 million will be used for an interest rate subsidy program (*includes an additional \$20.0 million recommended in HB 1500, as introduced*); and,
 - it is not anticipated that any funds will be available to issue direct loans.

BOARD OF EDUCATION - FIRST PRIORITY WAITING LIST

The following projects have been placed on the First Priority Waiting List with the actions as indicated in the last column.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
1	February, 2002	Orange County	Locust Grove Middle	4%	7,500,000	7,500,000	Funding Deferred
2	March, 2002	Hopewell City	Carter G. Woodson Middle	2%	1,100,000	8,600,000	Funding Deferred
3	March, 2002	King William County	King William High	3%	7,500,000	16,100,000	Funding Deferred
4	March, 2002	Buckingham County	Buckingham Middle	2%	7,500,000	23,600,000	Funding Deferred
5	April, 2002	Fluvanna County	Fluvanna High	3%	7,500,000	31,100,000	Funding Deferred
6	April, 2002	Orange County	Orange County High	4%	7,500,000	38,600,000	Funding Deferred
7	May, 2002	Amelia County	Amelia High	3%	2,500,000	41,100,000	Funding Deferred
8	May, 2002	Amelia County	Amelia Middle	3%	5,000,000	46,100,000	Funding Deferred
9	June, 2002	Prince George County	South Elementary	2%	5,911,575	52,011,575	Funding Deferred
10	June, 2002	Prince George County	Harrison Elementary	2%	7,044,000	59,055,575	Funding Deferred
11	July, 2002	Newport News City	General Stanford Elementary	2%	7,500,000	66,555,575	Funding Deferred
12	March, 2003	Salem City	Andrew Lewis Middle	4%	7,500,000	74,055,575	Funding Deferred
13	March, 2003	Franklin County	Windy Gap Elementary	3%	7,500,000	81,555,575	Funding Deferred
14	March, 2003	Lynchburg City	E. C. Glass High	3%	7,500,000	89,055,575	Funding Deferred
15	March, 2003	Lunenburg County	Lunenburg Middle	2%	7,500,000	96,555,575	Funding Deferred
16	June, 2003	King George County	King George Elementary	3%	7,500,000	104,055,575	Funding Deferred
17	June, 2003	Galax City	Galax Elementary	3%	2,000,000	106,055,575	Funding Deferred
18	June, 2003	Sussex County	Sussex Central Middle	3%	7,500,000	113,555,575	Funding Deferred
19	June, 2003	Floyd County	Check Elementary	3%	2,160,800	115,716,375	Funding Deferred
20	June, 2003	Floyd County	Floyd Elementary	3%	1,123,737	116,840,112	Funding Deferred
21	June, 2003	Floyd County	Indian Valley Elementary	3%	2,030,933	118,871,045	Funding Deferred
22	June, 2003	Floyd County	Willis Elementary	3%	1,820,531	120,691,576	Funding Deferred
23	June, 2003	Floyd County	Floyd High	3%	4,863,998	125,555,574	Funding Deferred
24	June, 2003	Alleghany County	Falling Springs Elementary	2%	2,000,000	127,555,574	Funding Deferred
25	June, 2003	Alleghany County	Callaghan Elementary	2%	1,000,000	128,555,574	Funding Deferred
26	June, 2003	Alleghany County	Sharon Elementary	2%	1,000,000	129,555,574	Funding Deferred

BOARD OF EDUCATION - FIRST PRIORITY WAITING LIST

The following projects have been placed on the First Priority Waiting List with the actions as indicated in the last column.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
27	June, 2003	Stafford County	New Elementary 2004	3%	7,500,000	137,055,574	Funding Deferred
28	February, 2004	Mecklenburg County	South Hill Elementary	3%	7,500,000	144,555,574	Funding Deferred
29	February, 2004	Manassas Park City	Manassas Park High	3%	7,000,000	151,555,574	Funding Deferred
30	February, 2004	Rockingham County	Montevideo Middle	3%	6,600,000	158,155,574	Funding Deferred
31	February, 2004	Rockingham County	Elkton Middle	3%	7,000,000	165,155,574	Funding Deferred
32	April, 2004	Greene County	William Monroe High	3%	4,000,000	169,155,574	Funding Deferred
33	April, 2004	Greene County	William Monroe Middle	3%	5,000,000	174,155,574	Funding Deferred
34	April, 2004	Patrick County	Woolwine Elementary	2%	575,000	174,730,574	Funding Deferred
35	April, 2004	Patrick County	Patrick County High	2%	1,714,000	176,444,574	Funding Deferred
36	April, 2004	New Kent County	New Kent Primary	4%	2,596,515	179,041,089	Funding Deferred
37	April, 2004	New Kent County	G. W. Watkins Elementary	4%	6,912,054	185,953,143	Funding Deferred
38	June, 2004	Page County	Page County High	2%	7,500,000	193,453,143	Funding Deferred
39	June, 2004	Page County	Luray High	2%	7,500,000	200,953,143	Funding Deferred
40	September, 2004	Roanoke City	Patrick Henry High	3%	7,500,000	208,453,143	Funding Deferred
41	September, 2004	Roanoke City	Fallon Park Elementary	3%	1,600,000	210,053,143	Funding Deferred
42	September, 2004	Roanoke City	Westside Elementary	3%	3,100,000	213,153,143	Funding Deferred
43	September, 2004	Hanover County	Stonewall Jackson Middle	4%	2,025,000	215,178,143	Funding Deferred
44	January, 2005	Accomack County	Arcadia Middle	2%	7,500,000	222,678,143	Funding Deferred
45	January, 2005	Accomack County	Nandua Middle	2%	4,500,000	227,178,143	Funding Deferred
46	January, 2005	Portsmouth City	Park View Elementary	2%	7,500,000	234,678,143	Funding Deferred
47	January, 2005	Campbell County	Yellow Branch Elementary	2%	7,500,000	242,178,143	Funding Deferred
48	January, 2005	Russell County	Lebanon Primary	2%	4,000,000	246,178,143	Funding Deferred
49	January, 2005	Brunswick County	Brunswick High	2%	7,500,000	253,678,143	Funding Deferred

January, 2005

Board of Education Agenda Item

Item: E.

Date: March 23, 2005

Topic: First Review of Praxis I Cut Scores Proposed by the Advisory Board on Teacher Education and Licensure (ABTEL)

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804/371-2522

E-Mail Address: thomas.elliott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date: September 22, 2004

action: Board deferred discussion of ABTEL's recommendation to a future meeting.

Background Information:

The 1980 session of the General Assembly mandated that the Board of Education identify and recommend an assessment for beginning teachers. On July 1, 1980, the Board of Education instituted a requirement that all beginning teachers applying for initial licensure submit scores for the National Teacher Examinations (NTE). In 1981 the board authorized validation and standard-setting studies for the NTE to determine passing scores for initial licensure of entry-level teachers. From July 1, 1981, until June 30, 1986, applicants were required to take the NTE to receive a license. Qualifying scores were established and, effective July 1, 1986, each beginning teacher was required to submit passing scores for each of the three Core Battery tests (General Knowledge, Communication Skills, and Professional Knowledge) and the Specialty Area test in his/her teaching area. From 1981 to 1996 the prescribed assessment was the NTE.

The Educational Testing Service (ETS) introduced in the fall of 1993 a new generation of teacher assessments, The Praxis Series: Professional Assessments for Beginning Teachers™. The Praxis Series replaced the NTE as the standard examinations used in the process for licensing teachers. The Praxis Series provides a continuum of assessments from entry into a teacher preparation program to actual practice in the classroom.

Standard-setting and validation studies for Praxis I were conducted on May 4 and 5, 1994, by ETS in coordination with the Virginia Department of Education. Thirty-three panelists participated in the studies. The panel of Virginia educators considered the Praxis I Mathematics, Reading, and Writing tests. Based on the validation and standard-setting panels, the following scores were recommended: Reading: 176; Writing: 173; and Mathematics: 175.

At its October 26, 1995, meeting the Board of Education selected passing scores one and a half to two Standard Errors of Measurement above the study panel recommendation for the Praxis I PPST (Pre-Professional Skills Tests) and approved the following passing scores for Virginia:

Reading:	178
Writing:	176
Mathematics:	178

These scores established by the Board of Education continue to be the highest qualifying scores for Praxis I among states (and the District of Columbia, Virgin Islands, Guam, and the Department of Defense Dependent Schools) using this assessment. The board approved the use of Praxis I and II tests; however, Praxis III was not adopted for statewide use.

On April 26, 2001, the Board of Education approved a policy allowing a composite score to satisfy the Praxis I requirement. Individuals may meet the Praxis I assessment requirement by achieving the scores established by the Board of Education on October 26, 1995, on each of the three Praxis I tests – Writing, Reading, and Mathematics – **or** by achieving an established composite score on all three tests. The qualifying scores for each of the individual tests and the composite score for the PPST are as follows:

VIRGINIA'S PRAXIS QUALIFYING SCORES

<u>Praxis I</u>	<u>Reading</u>	<u>Writing</u>	<u>Mathematics</u>	<u>Composite</u> <u>Score</u>
PPST	178	176	178	532

On March 24, 2004, the Board of Education approved the use of the SAT® as a substitute test for Praxis I (Reading, Writing, and Mathematics) required for initial licensure. The board approved a score of **1000** on the SAT, taken prior to April 1, 1995, with at least **450** on the verbal and **510** on the mathematics tests or a score of **1100** on the SAT, taken after April 1, 1995, with at least **530** on the verbal and **530** on the mathematics tests as a substitute for Praxis I. The SAT® was approved as a substitute test **only** for Praxis I; individuals also must meet the Praxis II (subject area assessment) for initial licensure.

Summary of Major Elements

The Advisory Board on Teacher Education and Licensure (ABTEL) received the Re-validation and Standard-Setting Study. On September 13, 2004, the advisory board reviewed the Re-validation and Standard-Setting Study and voted to recommend to the Board of Education the following cut scores for Praxis I:

Reading	178
Writing:	177
Mathematics:	<u>175</u>

Composite: 530

Superintendent Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt ABTEL's proposed cut scores for Praxis I. The Superintendent of Public Instruction further recommends that the board authorize the Department of Education to align the previously approved SAT and ACT scores with the proposed Praxis I scores.

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

Board of Education Agenda Item

Item: _____ F. _____

Date: _____ March 23, 2005 _____

Topic: First Review of a Recommendation to Continue Program Approval of Teacher Preparation Programs Reviewed in the Fall of 2004

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
_____ State or federal law or regulation
X Board of Education regulation
_____ Other: _____

X Action requested at this meeting: Waive first review and approve request for program accreditation.

_____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action
date _____
action _____

Background Information:

The Regulations Governing Approved Programs for Virginia Institutions of Higher Education, effective July 1, 2001, require colleges and universities that offer programs for the preparation of professional educators to obtain program approval from the Board of Education. In Virginia, the review and approval of programs is viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

During the 1998 Session of the Virginia General Assembly, an amendment to current legislation mandated that "persons seeking initial licensure who graduate from Virginia institutions of higher education shall, on or after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institution have been assessed by a national

accrediting agency or by a state approval process, with final accreditation by the Board of Education.”

The regulations governing approved programs define the standards that must be met and the review procedures that must be followed to obtain and maintain board approval. The regulations currently provide two options for the review of teacher education programs: 1) the state review process for which the college or university must meet the standards established by Board of Education regulations, and 2) the National Council for the Accreditation of Teacher Education (NCATE) process for which the college or university must meet the NCATE standards and the board’s teaching area requirements.

Summary of Major Elements

During fall 2004, three Virginia colleges and universities were scheduled for an on-site program review. All three teacher preparation programs were reviewed using the Board of Education (state) program approval process.

The regulations governing approved programs set forth standards in the following four categories:

- Program Design – high quality professional education unit or program fashioned from a framework that is knowledge based, articulated, shared, coherent, and consistent with the unit and the institutional mission, and that is continuously evaluated;
- Faculty – employees of a higher education institution with assignments within the professional education unit who may serve as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor);
- Candidates – individuals who are seeking admission to or are enrolled in programs for the initial or advanced preparation of teachers or other professional school personnel. Candidates may be seeking initial licensure or pursuing advanced preparation in professional education; and
- Program Operation/Accountability – measures for ensuring implementation of Board of Education requirements.

The review team makes a recommendation of met or not met for each of the standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole, as well as the specific teaching or endorsement areas offered by the institution.

The team recommendation for Roanoke College, the University of Virginia’s College at Wise, and Randolph-Macon Woman’s College is that the overall programs and the specific teaching or endorsement areas receive continuing full approval. A summary report for the three program reviews completed during fall 2004 is provided in Attachment #1.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve continuing program approval for Roanoke College, the University of Virginia's College at Wise, and Randolph-Macon Woman's College.

Impact on Resources:

Expenses incurred during an on site review of teacher education programs are funded by the hosting institution.

Timetable for Further Review/Action:

Teacher education programs reviewed under the state approval process are conducted on a five-year cycle. Programs that do not meet standards for continuing full approval may be reviewed as needed.

ATTACHMENT #1

Summary of Approved Program Reviews in Virginia Fall 2004

SUMMARY OF APPROVED PROGRAM REVIEWS IN VIRGINIA

FALL 2004

During fall 2004, three Virginia colleges and universities were scheduled for an on-site program review. All three teacher preparation programs were reviewed using the Board of Education (state) program approval process.

A summary report for the three program reviews completed during fall 2004 is provided below: Randolph-Macon Woman's College, Roanoke College, and the University of Virginia's College at Wise.

INSTITUTION	REVIEW PROCESS	REVIEW DATE	RECOMMENDATION
Roanoke College	State Review	October 31- November 3, 2004	Continuing Full Approval
University of Virginia's College at Wise	State Review	November 7-10, 2004	Continuing Full Approval
Randolph-Macon Woman's College	State Review	November 14-17, 2004	Continuing Full Approval

In the state review process, all teacher preparation programs in Virginia must meet the following requirements:

- **The professional education unit shall ensure that candidates meet Praxis I and Praxis II requirements prior to the completion of the approved program; and**
- **The professional education unit shall ensure that at least 70 percent of candidates as documented in the institution's *Declaration of Admission*** to the teacher education programs shall annually pass Praxis II subject area assessments.**

** The Declaration of Admission is the list of all candidates, both full- and part-time, who are fully admitted to an institution's approved program and who have taken the Praxis II content assessments during the report year. The Declaration of Admission may or may not contain scores for candidates who are program completers.

ROANOKE COLLEGE

The review of the Roanoke College teacher preparation program was conducted October 31-November 3, 2004, in accordance with the standards and procedures outlined in the ***Regulations Governing Approved Programs for Virginia Institutions of Higher Education***. Dr. David Coffman, chair of the Department of Education at Bridgewater College, served as chair of the on-site review team.

The regulations governing approved programs set forth standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Roanoke College teacher preparation program is continuing full approval.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

ROANOKE COLLEGE	PPST READING	CBT READING	COMPUTER- IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER- IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTERIZE D PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	3	26	3	4	25	3	3	25	4	32	15	32
Number Passing Assessment	3*	26	3*	3*	22	2*	3*	25	4*	32	15	32
Institutional Pass Rate	100%	100%	100%	75%	88%	67%	100%	100%	100%	100%	100%	100%

*As reported by the institution. At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

ROANOKE COLLEGE	No. of Students	Test Area	Number Passing	Pass Rate
	1	Biology Content	1	100%
	7	Elem. Educ. Content	7	100%
	4	Eng. Lang. Lit. Comp Content	4	100%
	3	Soc. Stud. Content	3	100%
	2	Health & PE	2	100%

*As reported by the institution. At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Roanoke College (Praxis II Scores)

No. of Students	Test Area	Score/Score Range	% Pass
1	Art	165	100%
1	Biology	144	0%
19	Elem. Educ. Content	138-191	95%
6	English	172-190	100%
1	Music	158	0%
3	Health & PE	168-185	100%
2	Math	107-142	0%
2	Soc. Studies	170-177	100%
3	Spanish	150-163	33%

UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

The review of the University of Virginia's College at Wise teacher preparation program was conducted November 7-10, 2004, in accordance with the standards and procedures outlined in the ***Regulations Governing Approved Programs for Virginia Institutions of Higher Education***. Dr. Gerald E. Clay, director of Teacher Education Programs at Bluefield College, served as chair of the on-site review team.

The regulations governing approved programs set forth standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the standards. In addition, the

team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the University of Virginia's College at Wise teacher preparation program is continuing full approval.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	19	7		20	6		20	6		26	17	26
Number Passing Assessment	17	5*		16	0*		13	4*		26	17	26
Institutional Pass Rate	89%	71%		80%	0%		65%	66%		100%	100%	100%

* As reported by the institution. At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	No. of Students	Test Area	Number Passing	Pass Rate
	14	Elementary Educ.	14	100%
	1	Eng. Lang. & Lit.	1*	100%
	1	Soc Stud Content	1*	100%
	1	Biology Content	1*	100%

* As reported by the institution. At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for the University of Virginia's College at Wise

No. of Students	Test Area	Score/Score Range	% Pass
21	Elementary Educ.	143-191	100%
2	Business Educ.	570-670	50%
1	Chemistry	164	100%
3	English	178-179	100%
1	French	147	0%
1	Biology	160	100%
4	History/Social Studies	161-181	100%
4	Mathematics	136-150	75%
2	Spanish	164-174	100%

RANDOLPH-MACON WOMAN'S COLLEGE

The review of the Randolph –Macon Woman's College teacher preparation program was conducted November 14-17, 2004, in accordance with the standards and procedures outlined in the ***Regulations Governing Approved Programs for Virginia Institutions of Higher Education***. Dr. Karen Bosch, chair of the Department of Education at Virginia Wesleyan College, served as chair of the on-site review team.

The regulations governing approved programs set forth standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Randolph-Macon Woman's College teacher preparation program is continuing full approval.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

RANDOLPH MACON WOMAN'S COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE -- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment		6	1		6	1		6	1	7	2	7
Number Passing Assessment		6*	1*		6*	1*		6*	1*	7*	2*	7*
Institutional Pass Rate		100%	100%		100%	100%		100%	100%	100%	100%	100%

* As reported by the institution. At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

RANDOLPH MACON WOMAN'S COLLEGE	No. of Students	Test Area	Number Passing	Pass Rate
	2	Elem. Educ. Content	2*	100%

* As reported by the institution. At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Randolph-Macon Woman's College

No. of Students	Test Area	Score/Score Range	% Pass
7	Elem. Educ. Content	159-195	100%
1	French	600	100%

Board of Education Agenda Item

Item: _____ G. _____

Date: _____ March 23, 2005 _____

Topic: First Review of Nomination for Appointment to the State Special Education Advisory Committee

Presenter: H. Douglas Cox, Assistant Superintendent, Special Education and Student Services

Telephone Number: 225-3252 **E-Mail Address:** Doug.Cox@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

x Board review required by

x State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

x Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

x No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The Individuals with Disabilities Education Act (IDEA) requires the establishment of this advisory committee to advise the State Education Agency on the education of children with disabilities. The committee membership as required by IDEA must consist of:

- * Parents of children with disabilities;
- * Individuals with disabilities;
- * Teachers;
- * Representatives of institutions of higher education that prepare special education and related services personnel, state and local education officials, administrators of programs for children with disabilities;
- * Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities;
- * Representatives of private schools and public charter schools;
- * At least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and
- * Representatives from the State juvenile and adult corrections agencies.
- * A majority of the members of the committee must be individuals with disabilities or parents of children with disabilities.

Dr. Michael Behrmann

Dr. Behrmann received his Ed.D. in Special Education from Teachers College, Columbia University in 1978. As part of his post-doctoral activities, Dr. Behrmann was a participant in the Professional Leadership Program on assignment to the Governmental Relations Unit of the American Educational Research Association. In 1979, he came to George Mason University's Special Education Programs as Coordinator of the Graduate program in Severely Multi-Handicapped. He began his research with technology in special education in 1981 and designed and implemented a masters degree program in Special Education Technology in 1986, followed by a doctoral program in Special Education Technology.

He has been responsible for obtaining numerous federal, state and local as well as foundation grants and contracts for training, technical assistance and research. He is currently the Helen A. Kellar Professor of Special Education in the Graduate School of Education and the Director of Helen A. Kellar Institute for Human Disabilities at George Mason University. He is currently the coordinator of GMU's Special Education Programs and also has been coordinator for the Instructional Technology Programs in GSE. He is professor in charge of the programs in Assistive/Special Education Technology in Instructional Technology and in Severe Disabilities in Special Education.

Dr. Behrmann has a depth and breadth of experience that can add value to the Special Education Advisory Committee including current work as:

- Director of T/TAC for Region IV
- Director of the Virginia Assistive Technology (VATS) North Technical Assistance Center
- Founder, Director of George Mason University's Learning into Future Environments (LIFE) Program for students with intellectual disabilities who want a college experience
- Subcontractor, National Assistive Technology Research Institute (NATRI)
- Task Force Member, US Department of Education, Office of Special Education Program, Postsecondary Transition Task Force
- Advisory Member, Virginia State Teacher Licensure Program
- Director, TTAC Online for Virginia's teachers, service providers and parents
- Director, Literacy Access Online, an accessible website to enable parents, teachers and tutors to teach literacy skills to children with disabilities
- Developer, handheld data collection system for teachers to collect observational data
- Charter member and executive committee member for CEC's Technology and Media Division (TAM)

Summary of Major Elements

The position of a representative from an institution of higher education is currently vacant.

Dr. Michael Behrmann is recommended for appointment by the Board for this position. Biographical information about Dr. Behrmann is attached. The term of office is three years, beginning April 1, 2005.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and accept the nomination.

Impact on Resources:

None

Timetable for Further Review/Action:

NA

Board of Education Agenda Item

Item: H.

Date: March 23, 2005

Topic: Alignment of Board of Education "Highly Qualified" Policies to Requirements for Special Education Teachers Under the Individuals with Disabilities Education Improvement Act of 2004

Presenter: H. Douglas Cox, Assistant Superintendent for Special Education and Student Services and Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 225-3252/371-2522 E-Mail Address: Doug.Cox@doe.virginia.gov / Thomas.Elliott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☐ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☒ Action requested at future meeting: April 20, 2005

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information:

On November 19, 2004, Congress passed Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). One significant element of the new statute is the term "highly qualified" as applied to special education teachers. IDEIA links its definition of "highly qualified" to the No Child Left Behind Act (NCLB) definition but modifies it as it applies to special education teachers. A teacher who is highly qualified under IDEIA is considered highly qualified for purposes of NCLB. Specifically, the new law requires that all special education teachers who teach core academic subjects to students with disabilities meet "highly qualified" requirements either as elementary teachers or subject-area teachers.

Summary of Major Elements

Attachment 1 describes proposed Board of Education requirements to be a highly qualified special education teacher.

Attachment 2 describes proposed revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE), approved by the Board of Education February 25, 2004, that apply to these requirements.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept on first review the proposed policies for special education teachers to become highly qualified.

Impact on Resources:

Undetermined fiscal resources will be required to provide opportunities for special education teachers to meet the “highly qualified” requirements (e.g., tuition reimburse, institutes).

Timetable for Further Review/Action:

The Board will be asked to conduct final review at its meeting on April 20, 2005.

**Virginia Requirements to Be a Highly Qualified
Special Education Teacher**

Category of special education teachers	Requirements under P.L. 108-446
All special education teachers	General Requirements: <ul style="list-style-type: none">• Hold at least a B.A.• Must obtain full state special education certification or equivalent licensure• Cannot hold an emergency or temporary certificate
Consultative teachers and other special education teachers who do not teach core academic subjects	Only meet general requirements above
New or veteran elementary school teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards (most severely cognitively disabled)	In addition to the general requirements above, may demonstrate academic subject competence through “a high objective uniform State standard of evaluation” (the HOUSSE process)
New or veteran middle or high school teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards (most severely cognitively disabled)	In addition to the general requirements above, may demonstrate “subject matter knowledge appropriate to the level of instruction being provided, as determined by the Board of Education, needed to effectively teach to those standards”
New teachers of two or more academic subjects who are highly qualified in either mathematics, language arts, or science	In addition to the general requirements above, has two-year window in which to become highly qualified in the other core academic subjects and may do this through the HOUSSE process
Veteran teachers who teach two or more core academic subjects only to children with disabilities	In addition to the general requirements above, may demonstrate academic subject competence through the HOUSSE process (including a single evaluation for all core academic subjects)
Other special education teachers teaching core academic subjects	In addition to the general requirements above, meet relevant ESEA requirements for new elementary school teachers, new middle/high school teachers, or veteran teachers

Special note: Special education teachers new to the profession who teach only one core subject or who teach at the elementary level must meet the relevant criteria for demonstrating competency under the NCLB definition (in addition to the overarching special education licensure requirements).

(Attachment #2)
VIRGINIA REQUIREMENTS FOR TEACHERS NOT NEW TO THE TEACHING PROFESSION
TO MEET THE DEFINITION OF HIGHLY QUALIFIED
IN THE FEDERAL CORE ACADEMIC AREAS AND SPECIAL EDUCATION

[Approved by the Board of Education on February 25, 2004]

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Elementary Education (prek-6)	<p>Experienced elementary school teachers, including those entering the teaching profession through the alternate route, who are licensed in elementary education with an active license may meet the “highly qualified” definition required in the No Child Left Behind Act (NCLB) by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test for elementary education [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area;* OR c. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education, OR d. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR e. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an academic major or equivalent in a subject area the teacher teaches; OR (2) an interdisciplinary major (or equivalent); OR (3) at least 9 semester hours in each core discipline area of mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics). <p><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 3a, 3b, and 3d must be completed in the content or academic subjects taught.</u></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Middle Education (6-8)	<p>Experienced middle school teachers, including those entering the teaching profession through the alternate route, who are licensed in middle education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an interdisciplinary major (or equivalent); OR (2) a minimum of 18 semester hours in the middle school area(s) taught—mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics). <p><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></p> <p>NOTE: Middle school teachers who are teaching a federal core academic subject for which students are receiving credit toward high school graduation, such as algebra I or Earth science, must meet the highly qualified criteria outlined in the secondary grade level assignment for that teaching area.</p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Secondary (6-12)	<p>Experienced secondary school teachers, including those entering the teaching profession through the alternate route, who are licensed in a secondary endorsement area with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR d. completion of three years of successful teaching experience and a minimum of 24 semester hours in the area(s) taught. <p>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Pre-Kindergarten-Grade 12 (such as art, music, or foreign languages)	<p>Experienced teachers, including those entering the teaching profession through the alternate route, who are licensed in a pre-kindergarten through grade 12 endorsement and teaching a prek-12 subject area with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in the subjects the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development; * OR d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an academic major or equivalent in the subject area(s) the teacher teaches; OR (2) a minimum of 24 semester hours in the area(s) taught. <p><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></p>

Board of Education Agenda Item

Item: I.

Date: March 23, 2005

Topic: First Review of Proposed Criteria for Virginia Board of Education Review of Private Educational Management Companies

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

 Topic presented for information only (no board action required)

X Board review required by
 X State or federal law or regulation
 Board of Education regulation
 Other:

 Action requested at this meeting X Action requested at future meeting: Final review on
April 20, 2005

Previous Review/Action:

X No previous board review/action

 Previous review/action
date
action

Background Information:

The Board of Education is committed to assisting schools and school divisions that have failed to make progress toward student achievement goals by reviewing and approving models and programs that have proven to be successful with low-achieving students. In the past, the board has approved instructional models and programs for use by schools implementing various requirements of the *No Child Left Behind Act of 2001* (NCLB). Examples include a list of approved programs for selection under Comprehensive School Reform (Title I, Part F) as well as approved supplemental educational services providers as required under Title I, Part A.

As some of Virginia's schools move into Year Three of School Improvement, which requires corrective action, the board desires to offer additional options to schools to comply with NCLB.

Section 1116(b)(7)(C)(iv) of the *No Child Left Behind Act of 2001* describes the corrective actions required for schools in Year Three of School Improvement: “. . . by the end of the second full school year after the identification [of a school for School Improvement], the local education agency shall—

- (i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);
- (ii) continue to provide technical assistance consistent with paragraph (4) while instituting any corrective action under clause (iv);
- (iii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and
- (iv) identify the school for corrective action and take at least one of the following corrective actions:
 - (I) Replace the school staff who are relevant to the failure to make adequate yearly progress.
 - (II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
 - (III) Significantly decrease management authority at the school level.
 - (IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).
 - (V) Extend the school year or school day for the school.
 - (VI) Restructure the internal organizational structure of the school.

Rather than undertaking one of these actions on its own, a school division may prefer to contract with a third party to implement one or more of these corrective actions in a low-performing school. Since numerous private educational management companies have such services available, the board proposes to establish criteria for reviewing and approving companies for this purpose in Virginia. These criteria would ensure a minimum level of assurance that a company is able to effectively provide such services. However, the companies would operate under a contract with the school division, and any performance measures and stated outcomes would be agreed on between the school division and the management company.

In addition to providing options for corrective action, a private educational management company may also allow a school division to provide additional alternatives for public school choice. For example, a management company may be able to offer the structure for a charter school, a school within a school, or other innovative ways to provide a choice of educational opportunities for students.

Summary of Major Elements

Attached is a list of proposed criteria that the Board of Education will use to assist school divisions in identifying potential private educational management companies. The five categories are:

- 1) Financial and organizational capacity, including financial soundness, management structure, legal status, and effectiveness
- 2) Instructional capacity, including academic accountability, links to research/best practice, and proven record of success
- 3) Personnel capacity, including teaching and administrative personnel
- 4) Professional development capacity, including professional development capacity for teaching and administrative staff
- 5) Communication capacity, including ways to maintain contact with parents, the community, the local school board and other stakeholders.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept for first review the proposed criteria for approval of private educational management companies to provide services to Virginia schools.

Impact on Resources:

The impact of this activity can be absorbed within existing resources at the Department of Education at this time.

Timetable for Further Review/Action:

The item will be submitted for final review at the April 20, 2005, meeting of the Board of Education.

Virginia Board of Education
Proposed Criteria for Review of Private Educational Management Companies

March 23, 2005

Introduction

The Board of Education is committed to assisting school divisions that have failed to make progress toward established student achievement goals in establishing partnerships with private educational management companies. Listed below are the criteria that the board will consider when assisting school divisions that may want to partner with a private management company to improve student achievement and academic performance of the school.

Criteria

I. Financial and Organizational Capacity

a. Financial Soundness

The organization provides evidence that it is financially sound. The evidence may include: a description of how the organization currently receives funds (i.e., grants, fees-for-service, investments, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses, cash flow activity; and/or proof of liability insurance.

b. Management Structure

The organization provides evidence that it has a sound management structure. The evidence may include: a business plan or profile; proof that adequate organizational resources are available to meet project needs; senior staff résumés; and/or a description of an established system of management.

c. Legal Status

The organization provides documentation required to conduct business in Virginia. The evidence may include: a copy of a business license, and/or formal documentation of legal status.

d. Effectiveness

The organization demonstrates that it has the ability to have a positive impact on student achievement. The evidence may include: student achievement results on a valid, reliable performance measure that demonstrates success with low-income, minority students; a research report or study that documents the organization's success; and/or additional evidence of improved outcomes such as reference letters, improvement in non-academic factors such as attendance, drop-out rate, graduation rate, student behavior/discipline, or parent/student satisfaction.

II. Instructional Capacity

a. Academic Accountability

The organization provides evidence that it uses specific programs and practices to diagnose student needs and prescribe appropriate instructional programs, and evaluates and monitors student progress. The evidence may include: a description of the specific process or program; and/or a timetable that demonstrates how the program or practice results in the desired outcome.

b. Link to Research/Best Practice

The organization provides evidence that key instructional practices and central design elements of the organization are linked to current research and best practices. The evidence may include a description of how the instructional practices and central design elements are high quality, based in scientifically-based research, and designed to increase student academic achievement; and/or a plan of how the company will ensure that the instructional practices and central design elements are linked to current research and best practice.

c. Proven Record of Success

The organization provides evidence that demonstrates a proven record of successful implementation of the program. The evidence may include: a contract, warranty, or memorandum of agreement.

III. Personnel Capacity

a. Teaching Personnel

The organization provides evidence that it can hire highly qualified staff that meet the licensure requirements for Virginia teachers in the subject matter they will be teaching as defined in the licensure requirements for Virginia teachers. Evidence of experience in working with low-income, minority, migrant, students with disabilities, and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

b. Administrative Personnel

The organization provides evidence that it can hire highly qualified staff as defined in the licensure requirements for Virginia administrators. Evidence of experience in working with low-income, minority, migrant, students with disabilities, and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

IV. Professional Development Capacity

a. Professional Development for Teaching Staff

The organization provides evidence that it can provide research-based, ongoing, sustained, high-quality staff development for the teaching staff. Evidence of experience may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

b. Professional Development for Administrative Staff

The organization provides evidence that it can provide research-based, ongoing, sustained, high-quality staff development for the administrative staff. Evidence may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

V. Communication Capacity

a. Parent/Community Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the parents and community. Evidence may include examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

b. Local School Board of Education Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the local school board. Evidence may include examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

Board of Education Agenda Item

Item: _____ J. _____

Date: _____ March 23, 2005 _____

Topic: First Review of the Computer/Technology Standards of Learning for Grades K-12

Presenter: Mr. Lan Neugent, Assistant Superintendent for Technology

Telephone Number: __804-225-2757_____

E-Mail Address: Lan.Neugent@doe.virginia.gov

Origin:

___ Topic presented for information only (no board action required)

___ Board review required by

___x___ State or federal law or regulation

___ Board of Education regulation

___ Other: _____

___ Action requested at this meeting

___x___ Action requested at future meeting:

Final approval of the Computer/Technology Standards of Learning for Grades K-12.

Previous Review/Action:

___ No previous board review/action

___x___ Previous review/action

date: _____ September 22, 2004 _____

action: _____ The Board of Education accepted the timeline for the review process for the
Computer/Technology Standards of Learning. _____

Background Information:

The Board of Education adopted a schedule for review and revisions to the Standards of Learning at its September 22, 2004 meeting. Accordingly, the Computer/Technology standards are scheduled for review and revision in 2005. (Code of Virginia § 22.1-253.13:1-2 By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.)

Summary of Major Elements

A review of comments on the existing Computer/Technology Standards for Grades K-12 revealed several major areas of concern:

- There is insufficient emphasis on the ethical and responsible use of computers.
- Computer/technology skills should not be taught in isolation; but integrated in all areas of the curriculum.
- Instruction of computer skills should not be limited to specific grade levels or content areas.

- Students need earlier exposure to a variety of technologies and software applications.

In response to input, a set of standards were drafted that address the concerns of educational technology stakeholders as well as reflect a consensus of identification of technology skills and competencies that students in grades K-12 should exhibit. A framework, similar to those developed by other states as well as professional and research organizations, was used to describe the progressive development of skills and competencies in six categories:

- Basic Operations and Concepts
- Social, Ethical, and Human Issues
- Technology Productivity Tools
- Technology Research Tools
- Technology Problem-Solving and Decision-Making Tools
- Technology Communication Tools

Since the introduction of the current Computer/Technology Standards in 1995 and 2000, the use of technology in schools and classrooms has increased and the use of newer, more advanced technologies has become commonplace. The proposed standards are organized into four grade ranges: K-2, 3-5, 6-8, and 9-12. This provides greater opportunity for students to develop, reinforce, and amplify their skills.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed Computer/Technology Standards of Learning for Grades K-12 for distribution and for comment at a public hearing to be conducted at its meeting on May 25, 2005.

Impact on Resources:

The Department of Education administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

Following the public hearing the Computer/Technology Standards for Learning for Grades K-12 will be presented for final action by the board at the July 2005 meeting. Upon adoption by the board, the Department of Education will distribute the Computer/Technology Standards for Learning for Grades K-12 to school divisions and implement procedures for providing technical assistance and resources as part of the statewide system of support.

Computer/Technology Standards of Learning Grades K-2

Basic operations and concepts

Students demonstrate their understanding of the nature and operation of technology systems.

C/T K-2.1

- a) Identify the computer as a machine that helps people at school, work, and play.
- b) Demonstrate the ability to perform a variety of tasks; among them turning a computer on and off, starting and closing programs, saving work, creating folders, using pull-down menus, closing windows, dragging objects, and responding to commands.

Students are proficient in the use of technology.

C/T K-2.2

- a) Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.
- b) Use multimedia resources such as interactive books and software with graphical interfaces.

Social, ethical, and human issues

Students practice responsible use of technology systems, information, and software.

C/T K-2.3

- a) Know the school's rules for using computers.
- b) Understand the importance of not sharing personal information or passwords with others.
- c) Understand the basic principles of the ownership of ideas.

Students develop positive attitudes toward technology.

C/T K-2.4

- a) Demonstrate respect for the rights of others while using computers.
- b) Understand the responsible use of equipment and resources.

Technology research tools

Students use technology to locate, evaluate, and collect information from a variety of sources.

C/T K-2.5

- a) Identify information in various formats.
- b) Identify available sources of information.

Problem-solving and decision-making tools

Students use technology resources for solving problems and making informed decisions.

C/T K-2.6

- a) Recognize that technology can be used to solve problems and make informed decisions.
- b) Identify and select technologies to address problems.

Technology communication tools

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

C/T K-2.7

- a) Identify the best tool to communicate information.
- b) Use technology tools for individual writing, communication, and publishing activities.
- c) Demonstrate the ability to create, save, retrieve, and print documents.

Computer/Technology Standards of Learning Grades 3-5

Basic operations and concepts

Students demonstrate their understanding of the nature and operation of technology systems.

C/T 3-5.1

- a) Discuss common uses of computers in their daily lives and the advantages and disadvantages those uses provide.
- b) Communicate about basic technology components with appropriate terminology.

Students are proficient in the use of technology.

C/T 3-5.2

- a) Use skills and procedures needed to operate various technologies such as scanners, digital cameras, and hand-held computers.
- b) Identify basic software applications such as word processing, databases, and spreadsheets.

Social, ethical, and human issues

Students understand the ethical, cultural, and societal issues related to technology.

C/T 3-5.3

- a) Identify how technology has changed society in areas such as communications, transportation, and the economy.
- b) Discuss ethical behaviors when using information and technology.

Students practice responsible use of technology systems, information, and software.

C/T 3-5.4

- a) Understand the need for the school division's acceptable use policy.
- b) Discuss the rationale of fair use and copyright regulations.
- c) Follow rules for personal safety when using the Internet.

Students develop positive attitudes towards technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

C/T 3-5.5

- a) Work collaboratively when using technology.
- b) Practice and communicate respect for people, equipment, and resources.
- c) Understand how technology expands opportunities for learning.

Technology research tools

Students use technology to locate, evaluate, and collect information from a variety of sources.

C/T 3-5.6

- a) Collect information from a variety of sources.
- b) Evaluate the accuracy of electronic information sources.
- c) Enter data into databases and spreadsheets.

Problem-solving and decision-making tools

Students use technology resources for solving problems and making informed decisions.

C/T 3-5.7

- a) Determine when technology tools are appropriate to solve a problem and make a decision.
- b) Select resources to solve problems and make informed decisions.

Technology communication tools

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

C/T 3-5.8

- a) Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.
- b) Use technology tools for individual and collaborative writing, communication, and publishing activities.
- c) Use telecommunication tools to communicate and share information with others.

Computer/Technology Standards of Learning Grades 6-8

Basic operations and concepts

Students demonstrate their understanding of the nature and operation of technology systems.

C/T 6-8.1

- a) Describe how technology impacts learning.
- b) Explore how software and hardware are developed to respond to the changing needs of technology.
- c) Describe compatibility issues involving various types of technology.

Students are proficient in the use of technology.

C/T6-8.2

- a) Understand that hardware and software have different operating systems that may affect their use.
- b) Use self-help features such as online tutorials and manuals to learn to use hardware and software.

Social, ethical, and human issues

Students understand the ethical, cultural, and societal issues related to technology.

C/T 6-8.3

- a) Demonstrate knowledge of current changes in information technologies.
- b) Explain the need for laws and policies to govern technology.
- c) Explore career opportunities in technology related careers.

Students practice responsible use of technology systems, information, and software.

C/T 6-8.4

- a) Demonstrate the correct use of fair use and copyright regulations.
- b) Demonstrate compliance with the school division's acceptable use policy and other legal guidelines.

Students develop positive attitudes towards technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

C/T 6-8.5

- a) Work collaboratively and/or independently when using technology.
- b) Practice preventative maintenance of equipment, resources, and facilities.
- c) Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.

Technology research tools

Students use technology to locate, evaluate, and collect information from a variety of sources.

C/T 6-8.6

- a) Use databases and spreadsheets to evaluate information.
- b) Use technology resources such as calculators and data collection probes for gathering information.
- c) Use Internet and other electronic resources to locate information in real time.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

C/T 6-8.7

- a) Use search strategies to retrieve information.
- b) Evaluate the accuracy, relevance, and appropriateness of electronic information sources.

Problem-solving and decision-making tools

Students use technology resources for solving problems and making informed decisions.

C/T 6-8.8

- a) Employ technology in the development of strategies for solving problems.
- b) Use a variety of technologies to identify and provide possible solutions to real-world problems.
- c) Use content-specific tools, software, and simulations such as environmental probes, graphic calculators, exploratory environments, and Web tools.
- d) Participate in collaborative problem-solving activities.
- e) Select and use appropriate tools and technology resources to accomplish a variety of tasks.

Technology communication tools

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

C/T 6-8.9

- a) Choose the appropriate tool, format, and style to communicate information.
- b) Independently use technology tools to create and communicate for individual and/or collaborative projects.
- c) Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.

Computer/Technology Standards of Learning Grades 9-12

Basic operations and concepts

Students demonstrate their understanding of the nature and operation of technology systems.

C/T 9-12.1

- a) Discuss the inherent advantages and limitations of technology.
- b) Define the relationship between infrastructure, electronic resources, and connectivity.
- c) Identify and describe the impact of new and emerging technologies and their applications.

Students are proficient in the use of technology.

C/T 9-12.2

- a) Identify and resolve hardware and software compatibility issues.
- b) Develop and communicate strategies for solving routine hardware and software problems.

Social, ethical, and human issues

Students understand the ethical, cultural, and societal issues related to technology.

C/T 9-12.3

- a) Assess the potential of information and technology to address personal, lifelong learning, and workplace needs.
- b) Demonstrate knowledge of electronic crimes such as viruses, pirating, and computer hacking.
- c) Explore and participate in online communities and online learning opportunities.
- d) Identify the role that technology will play in future career opportunities.

Students practice responsible use of technology systems, information, and software.

C/T 9-12.4

- a) Adhere to fair use and copyright guidelines.
- b) Adhere to the school division's Acceptable Use Policy as well as other state and federal laws.
- c) Model respect for intellectual property.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

C/T 9-12.5

- a) Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
- b) Model responsible use and respect for equipment, resources, and facilities.

Technology research tools

Students use technology to locate, evaluate, and collect information from a variety of sources.

C/T 9-12.6

- a) Integrate databases, spreadsheets, charts, and tables to create reports.
- b) Use available technological tools to expand and enhance understanding of ideas and concepts.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

C/T 9-12.7

- a) Analyze and draw conclusions about the comprehensiveness and bias of electronic information

sources.

- b) Design and implement a variety of search strategies to retrieve electronic information.

Problem-solving and decision-making tools

Students use technology resources for solving problems and making informed decisions.

C/T 9-12.8

- a) Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- b) Select and apply technology tools for information analysis, problem solving, and decision-making.
- c) Use technology resources such as educational software, simulations, and models for problem-solving, and independent learning.
- d) Produce and disseminate information through collaborative problem-solving activities.

Technology communication tools

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

C/T 9-12.9

- a) Determine the most effective tool, format, and style to communicate to specific audiences.
- b) Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.
- c) Practice self-directed use of advanced technology tools for communicating with specific audiences.

**Crosswalk Alignment Between the Computer/Technology Standards
Adopted in 1995, 2000 and the 2005 Proposed Standards**

The Crosswalk for the 2005 Computer/Technology Standards of Learning is designed to assist school divisions in the process of aligning and comparing the current Computer/Technology Standards of Learning to the proposed 2005 Computer/Technology Standards of Learning.

The crosswalk provides a standard-by-standard comparison between the existing standards and the proposed standards and provides an explanation for changes, additions, and/or deletions.

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
K-2		
Basic operations and concepts Students demonstrate their understanding of the nature and operation of technology systems. C/T K-2.1 a) Identify the computer as a machine that helps people at school, work, and play.	C/T5.1 The student will demonstrate a basic understanding of computer theory, including bits, bytes, and binary logic.	The proposed Standard of Learning requires students to have knowledge about the concrete uses of technology as opposed to the theoretical aspects that are no longer as important due to the more advanced and user-friendly technology they use in their schools.
Basic operations and concepts Students demonstrate their understanding of the nature and operation of technology systems. C/T K-2.1 b) Demonstrate the ability to perform a variety of tasks; among them, turning a computer on and off, starting and closing programs, saving work, creating folders, using pull-down menus, closing windows, dragging objects, and responding to commands.	C/T 5.2 The student will develop basic technology skills. a) Develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM. C/T 5.4 The student will communicate through application software. d) Use local and worldwide network communication systems.	The proposed Standard of Learning requires that students are able to access various resources on the networks, not just application software. They also apply their knowledge of basic vocabulary in order to perform tasks.

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>Basic operations and concepts Students are proficient in the use of technology.</p> <p>C/T K-2.2 a) Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.</p>	<p>C/T 5.2 The student will develop basic technology skills. c) Develop basic keyboarding skills. d) Operate peripheral devices.</p>	<p>The proposed Standard of Learning recognizes that computer input goes beyond basic keyboarding to include many peripherals now commonly available in schools.</p>
<p>Basic operations and concepts Students are proficient in the use of technology.</p> <p>C/T K-2.2 b) Use multimedia resources such as interactive books and software with graphical interfaces.</p>	<p>C/T 5.2 The student will develop basic technology skills. b) Select and use technology appropriate to tasks.</p>	<p>Students have much more sophisticated software today than in the past. The proposed Standard of Learning reflects the new options with which students will need to be familiar.</p>
<p>Social, ethical, and human issues Students practice responsible use of technology systems, information, and software.</p> <p>C/T K-2.3 a) Know the school's rules for using computers. b) Understand the importance of not sharing personal information or passwords with others. c) Understand the basic principles of the ownership of ideas.</p> <p>Social, ethical, and human issues Students develop positive attitudes toward technology.</p> <p>C/T K-2.4</p>		<p>In the current Standards of Learning, these social, ethical, and human issues are not addressed until the 12th grade C/T Standards of Learning. However, in today's world, even the youngest children need to be aware of the rules for using the Internet and software, as well as the need for ethical behavior when dealing with technology. These two proposed Standards of Learning address such issues.</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>a) Demonstrate respect for the rights of others while using computers.</p> <p>b) Understand the responsible use of equipment and resources.</p>		
<p>Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>C/T K-2.5 a) Identify information in various formats. b) Identify available sources of information.</p>	<p>C/T5.3 The student will process, store, retrieve, and transmit electronic information. a) Use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications. b) Use electronic encyclopedias, almanacs, indexes, and catalogs. c) Use local and wide-area networks and modem-delivered services to access information from electronic databases.</p>	<p>The current Standard of Learning do not separate skills needed in K-2 from those in 3-5. This proposed Standard of Learning addresses the level of research skills that can be expected of the youngest students. It also avoids providing a list of potential sources of information as this technology changes quickly.</p>
<p>Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions.</p> <p>C/T K-2.6 a) Recognize that technology can be used to solve problems and make informed decisions. b) Identify and select technologies to address problems.</p>	<p>C/T 5.2 The student will develop basic technology skills. b) Select and use technology appropriate to tasks. e) Apply technologies to strategies for problem solving and critical thinking.</p>	<p>The use of technology as a problem-solving tool is a new emphasis for the proposed C/T Standards of Learning, although the current Standards of Learning briefly address problem solving. One of the strengths of technology is its capability to extend the students' own abilities in this area. At this stage, students will begin to perceive that they can use technology to help them in their various problem-solving tasks.</p>
<p>Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p> <p>C/T K-2.7 a) Identify the best tool to communicate information.</p>		<p>Currently, students have access to an increasing array of options for communicating with others and they need to be able to harness this power through the ability to make choices about which method is most effective in various circumstances.</p>
<p>Technology communication tools</p>	<p>C/T 5.4 The student will communicate through</p>	<p>The variety of projects that young students</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p> <p>C/T K-2.7 b) Use technology tools for individual writing, communication, and publishing activities.</p>	<p>application software.</p> <p>a) Create a one or two page document using word processing skills, writing process steps, and publishing programs.</p> <p>b) Use simple computer graphics and integrate graphics into word-processed documents.</p> <p>c) Create simple databases and spreadsheets to manage information and create reports.</p>	<p>may implement with the help of technology is too broad to list and limit, so the proposed Standard of Learning avoids doing that, focusing on the purposes of such software rather than specific tasks.</p>
<p>Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p> <p>C/T K-2.7 c) Demonstrate proficiency in the ability to create, save, retrieve, and print documents.</p>	<p>C/T 5.4 The student will communicate through application software.</p> <p>a) Create a one or two page document using word processing skills, writing process steps, and publishing programs.</p> <p>b) Use simple computer graphics and integrate graphics into word-processed documents.</p> <p>c) Create simple databases and spreadsheets to manage information and create reports.</p>	<p>The current Standard of Learning limit students' skills by providing a list of particular tasks. The proposed Standard of Learning focus on broader skills that are used with a wide variety of software.</p>
3-5		
<p>Basic operations and concepts Students demonstrate their understanding of the nature and operation of technology systems.</p> <p>C/T 3-5.1 a) Discuss common uses of computers in their daily lives and the advantages and disadvantages those uses provide. b) Communicate about basic technology components with appropriate terminology.</p>	<p>C/T 5.2 The student will develop basic technology skills.</p> <p>a) Develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM.</p>	<p>This proposed Standard of Learning reflects the fact that students have many different experiences with technology inside and outside the classroom, and need to be able to communicate their abilities and knowledge to others. The proposed Standard of Learning requires the student to apply their knowledge in practical ways.</p>
<p>Basic operations and concepts Students are proficient in the use of technology.</p>	<p>C/T 5.2 The student will develop basic technology skills.</p> <p>d) Operate peripheral devices.</p>	<p>The proposed Standard of Learning is re-written to be consistent with the other proposed Standards of Learning, and to note the types of peripherals students may find in</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
C/T 3-5.2 a) Use skills and procedures needed to operate various technologies such as scanners, digital cameras, and hand-held computers.		their classrooms today, as opposed to the more simple peripherals they have been exposed to in the past.
Basic operations and concepts Students are proficient in the use of technology. C/T 3-5.2 b) Identify basic software applications such as word processing, databases, and spreadsheets.		This proposed Standard of Learning is based on the need for students to differentiate between different types of tool software and their purposes. Beyond knowing how to use the software under direction from a teacher, students need to be able to discern the strengths and weaknesses of each tool for their purposes.
Social, ethical, and human issues Students understand the ethical, cultural, and societal issues related to technology. C/T 3-5.3 a) Identify how technology has changed society in areas such as communications, transportation, and the economy.		Students are much more aware of how technology impacts their culture today and they need a chance to be able to make sense of this information. This is prerequisite knowledge for understanding and complying with rules and regulations regarding technology.
Social, ethical, and human issues Students understand the ethical, cultural, and societal issues related to technology. C/T 3-5.3 b) Discuss ethical behaviors when using information and technology.		This issue is not addressed until the 12th grade Standards of Learning in the current C/T Standards of Learning. However, as students become more sophisticated users of technology, they must also learn how to use the technology responsibly and ethically.
Social, ethical, and human issues Students practice responsible use of technology systems, information, and software. C/T 3-5.4		All school divisions are required to have an Acceptable Use Policy. Students should be familiar with the policy from an early age.

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
a) Understand the need for the school division's Acceptable Use Policy.		
Social, ethical, and human issues Students practice responsible use of technology systems, information, and software. C/T 3-5.4 b) Discuss the rationale of fair use and copyright regulations.		As students use technology more and more for research, problem solving and communication, they need to be aware of the accepted guidelines for copyright and fair use and understand why such guidelines are necessary.
Social, ethical, and human issues Students practice responsible use of technology systems, information, and software. C/T 3-5.4 c) Follow rules for personal safety when using the Internet.		Students have increasing access to the Internet and must have a sense of the dangers involved in order to be protected. The proposed Standard of Learning focuses on student responsibility.
Social, ethical, and human issues Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. C/T 3-5.5 a) Work collaboratively when using technology. b) Practice and communicate respect for people, equipment, and resources.		In order to be effective users of technology, students need to have positive experiences. They must develop an ethical system for working with others when using technology and for working with the technology itself. This proposed Standard of Learning addresses the need for students to learn these skills while using technology.

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>Social, ethical, and human issues Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p> <p>C/T 3-5.5 c) Understand how technology expands opportunities for learning.</p>		<p>Students at this age should learn how technology can increase their own capacity for learning. The proposed Standard of Learning tackles the new availability of technology to expand learning opportunities for students and also their own ability to reflect on their learning process.</p>
<p>Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>C/T 3-5.6 a) Collect information from a variety of sources.</p>	<p>C/T 5.3 The student will process, store, retrieve, and transmit electronic information. a) Use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications. b) Use electronic encyclopedias, almanacs, indexes, and catalogs. c) Use local and wide-area networks and modem-delivered services to access information from electronic databases.</p>	<p>The proposed Standard of Learning is more succinct than the current Standard of Learning. It reflects the wide variety of sources available to students, now and in the future.</p>
<p>Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>C/T 3-5.6 b) Evaluate the accuracy of electronic information sources.</p>		<p>In the current Standards of Learning, students are not asked to do this until the 12th grade Standards of Learning. However, as students increasingly use more and more research from electronic sources, they need to be aware that not all information sources are accurate.</p>
<p>Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>C/T 3-5.6</p>	<p>C/T 5.4 The student will communicate through application software. c) Create simple databases and spreadsheets to manage information and create reports.</p>	<p>Although students may create databases and spreadsheets under C/T Standard of Learning 3-5.8, they also must learn how to use databases and spreadsheets that have already been developed in order to manage new information and create understanding out of</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
c) Enter data into databases and spreadsheets.		data.
Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions. C/T 3-5.7 a) Determine when technology tools are appropriate to solve a problem and make a decision. b) Select resources to solve problems and make informed decisions.	C/T 5.2 The student will develop basic technology skills. b) Select and use technology appropriate to tasks. e) Apply technologies to strategies for problem solving and critical thinking.	The proposed Standard of Learning is consistent with the other proposed Standards of Learning.
Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. C/T 3-5.8 a) Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.	C/T 5.4 The student will communicate through application software. a) Create a one or two page document using word processing skills, writing process steps, and publishing programs. b) Use simple computer graphics and integrate graphics into word-processed documents. c) Create simple databases and spreadsheets to manage information and create reports.	With the access to a wide variety of software applications, students have the ability to go beyond doing simple projects. They also must learn how to integrate the various software applications in order to use these tools most effectively.
Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. C/T 3-5.8 b) With assistance from the teacher, use technology tools for individual and collaborative writing, communication, and publishing activities.	C/T 5.4 The student will communicate through application software. a) Create a one or two page document using word processing skills, writing process steps, and publishing programs. b) Use simple computer graphics and integrate graphics into word-processed documents. d) Use local and worldwide network communication systems.	The proposed Standard of Learning places emphasis on the process students must use in their learning activities, as much as the end product.
Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively	C/T 5.4 The student will communicate through application software. d) Use local and worldwide network	The proposed Standard of Learning restates the current Standard of Learning to focus on the purpose for using the technology, and

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>to multiple audiences.</p> <p>C/T 3-5.8 c) Use telecommunication tools to communicate and share information with others.</p>	<p>communication systems.</p> <p>C/T5.3 The student will process, store, retrieve, and transmit electronic information. d) Describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.</p>	<p>requires students to apply the knowledge they have about communication tools.</p>
6-8		
<p>Basic operations and concepts Students demonstrate their understanding of the nature and operation of technology systems.</p> <p>C/T 6-8.1 a) Describe how technology impacts learning. b) Explore how software and hardware are developed to respond to the changing needs of technology. c) Describe compatibility issues involving various types of technology.</p>	<p>C/T8.3 The student will have a basic understanding of computer processing, storing, retrieval, and transmission technologies and a practical appreciation of the relevant advantages and disadvantages of various processing, storage, retrieval, and transmission technologies.</p>	<p>This new Standard of Learning requires students to reflect on issues that they are aware of in general terms. They need to be able to make sense of technology and its role in their lives in order to be able to apply technology to increase their learning abilities. The closest current Standard of Learning focuses mainly on theoretical understandings of a specific sub-set of technology compatibility issues.</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>Basic operations and concepts Students are proficient in the use of technology.</p> <p>C/T 6-8.2 a) Understand that hardware and software have different operating systems that may affect their use. b) Use self-help features such as online tutorials and manuals to learn to use hardware and software.</p> <p>Social, ethical, and human issues Students understand the ethical, cultural, and societal issues related to technology.</p> <p>C/T 6-8.3 a) Demonstrate knowledge of current changes in information technologies.</p>		<p>These proposed Standards of Learning address the need for students to learn about new technologies and how they might be used with existing technologies. Such knowledge helps students take greatest advantage of both old and new technologies.</p>
<p>Social, ethical, and human issues Students understand the ethical, cultural, and societal issues related to technology.</p> <p>C/T 6-8.3 b) Explain the need for laws and policies to govern technology.</p>		<p>Students need to be more aware of the laws concerning technology use today than ever before. In the current Standards of Learning, these issues are not addressed until 12th grade.</p>
<p>Social, ethical, and human issues Students understand the ethical, cultural, and societal issues related to technology.</p> <p>C/T 6-8.3 c) Explore career opportunities in technology related careers.</p>		<p>As many students may be interested in technology-related careers, the middle grades are a great time to explore these options and relate them to the current technologies the students are using in their learning experiences.</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
Social, ethical, and human issues Students practice responsible use of technology systems, information, and software. C/T 6-8.4 a) Demonstrate the correct use of fair use and copyright regulations.		In the current Standards of Learning, these issues are not addressed until the 12th grade C/T Standards of Learning. However, in today's world, middle grade students should understand the principals of fair use and the proper application of copyright law. They will be using technology much more than any previous generation to create their own works.
Social, ethical, and human issues Students practice responsible use of technology systems, information, and software. C/T 6-8.4 b) Demonstrate compliance with the school division's Acceptable Use Policy and other legal guidelines.		All school divisions are required to have an Acceptable Use Policy. Students should be familiar with the policy, as well as the federal and state laws that deal with technology use and abuse.
Social, ethical, and human issues Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. C/T 6-8.5 a) Work collaboratively and/or independently when using technology. c) Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.		This proposed Standard of Learning recognizes that the effective use of technology requires the ability not only to work well independently but also to work with others. Additionally, students may work with students who are not in their own school as they begin to pursue their own interests.
Social, ethical, and human issues Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and		Students at this age need to show a degree of responsibility in their use of a school's communal technology. Not only should they have a sense of how to fix minor problems,

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>productivity.</p> <p>C/T 6-8.5 b) Practice preventative maintenance of equipment, resources, and facilities.</p>		<p>they should be proactive in preventing any problems that can be avoided.</p>
<p>Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>C/T 6-8.6 a) Use databases and spreadsheets to evaluate information.</p>	<p>C/T 8.1 The student will communicate through application software. b) Communicate spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data. c) Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.</p>	<p>Students will create databases and spreadsheets in the classroom (C/T 6-8.9), but the ability to analyze the information provided by such tools, whether of their own creation or not, is the key skill.</p>
<p>Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>C/T 6-8.6 b) Use technology resources such as calculators and data collection probes for gathering information.</p>		<p>These technologies have become widely available in schools and students must learn how to use them properly and effectively. The proposed Standard of Learning is based on a more available technology.</p>
<p>Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>C/T 6-8.6 c) Use the Internet and other electronic resources to locate information in real time.</p>	<p>C/T 8.4 The student will process, store, retrieve, and transmit electronic information. a) Use search strategies to retrieve electronic information. b) Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information. c) Use laserdiscs with a computer in interactive mode. d) Use local and wide-area networks and</p>	<p>The proposed Standard of Learning represents the broader spectrum of information resources available than in the past and avoids providing a list, which will be outdated as emerging technologies become available in the schools.</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
	modem-delivered services to access and retrieve information from electronic databases. e) Use databases to perform research.	
Technology research tools Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. C/T 6-8.7 a) Use search strategies to retrieve information.	C/T 8.4 The student will process, store, retrieve, and transmit electronic information. a) Use search strategies to retrieve electronic information.	The proposed Standard of Learning reflects a skill that is still necessary.
Technology research tools Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. C/T 6-8.7 b) Evaluate the accuracy, relevance, and appropriateness of electronic information sources.		This Standard of Learning is not addressed until the 12th grade in the current C/T Standards of Learning. However, as students use more and more electronic sources in their research, they need to develop their skills in determining the accuracy, relevance, and appropriateness of this information.
Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions. C/T 6-8.8 a) Employ technology in the development of strategies for solving problems. b) Use a variety of technologies to identify and provide possible solutions to real-world problems.		Although using technology to solve problems is implied in the current Standards of Learning, it is explicitly stated in the proposed Standards of Learning. One of the most effective uses of technology is to use it to extend the problem-solving capabilities of the student. The extension of such techniques to solving real-world problems is a reflection of the skills students need to have by the time they leave school.
Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions.		The wider availability of such tools has made this proposed Standard of Learning possible. The skills students may gain from the use of

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
C/T 6-8.8 c) Use content-specific tools, software, and simulations such as environmental probes, graphic calculators, exploratory environments, and web tools.		these technologies are skills that can be used later in life and transferred to workplace skills.
Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions. C/T 6-8.8 d) Participate in collaborative problem-solving activities.		The technology widely available to students today allows them to work not only with classmates and schoolmates, but also with the wider world. This Standard of Learning addresses this new reality.
Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions. C/T 6-8.8 e) Select and use appropriate tools and technology resources to accomplish a variety of tasks. Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. C/T 6-8.9 a) Choose the appropriate tool, format, and style to communicate information.		Students must learn how to choose the best tools for a particular job as they become older, rather than relying on the teacher to point the way. These proposed Standards of Learning address the development of this ability while using technology.
Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively	C/T 8.1 The student will communicate through application software. a) Compose and edit a multipage document at	The proposed Standard of Learning places emphasis on the process students must use in their learning activities as much as the end

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>to multiple audiences.</p> <p>C/T 6-8.9 b) Independently use technology tools to create and communicate for individual and/or collaborative projects.</p>	<p>the keyboard, using word-processing skills and the writing process steps.</p> <p>b) Communicate spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.</p> <p>c) Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.</p> <p>d) Use advanced publishing software, graphics programs, and scanners to produce page layouts.</p> <p>e) Integrate databases, graphics, and spreadsheets into word-processed documents.</p> <p>C/T8.2 The student will communicate through networks and telecommunication.</p> <p>a) Use local and worldwide network communication systems.</p> <p>b) Develop hypermedia home page documents that can be accessed by worldwide networks.</p>	<p>product. Students may use any sort of technology for such communication, from video to simple word processing. This avoids providing a list of particular tasks students need to perform.</p>
<p>Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p> <p>C/T 6-8.9 c) Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.</p>	<p>C/T 8.1 The student will communicate through application software.</p> <p>a) Compose and edit a multipage document at the keyboard, using word processing skills and the writing process steps.</p> <p>b) Communicate spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.</p> <p>c) Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.</p>	<p>The variety of software available for students to use to communicate their knowledge is now too difficult to catalog. The proposed Standard of Learning broadens the scope of potential technology projects and focuses on the common skills needed to manipulate any type of software.</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
	<p>d) Use advanced publishing software, graphics programs, and scanners to produce page layouts.</p> <p>e) Integrate databases, graphics, and spreadsheets into word-processed documents.</p>	
9-12		
<p>Basic operations and concepts Students demonstrate their understanding of the nature and operation of technology systems.</p> <p>C/T 9-12.1 a) Discuss the inherent advantages and limitations of technology.</p>	<p>C/T 12.1 The student will demonstrate a basic understanding of fundamental computer operations and concepts.</p> <p>c) Use terminology related to computers and technology appropriately in written and oral communications.</p>	<p>The proposed Standard of Learning requires students to reflect on issues that they are aware of in general terms. They need to be able to make sense of technology and its role in their lives in order to be able to apply technology to increase their learning abilities. This takes these older students towards a more in-depth understanding of technology than the current Standard of Learning.</p>
<p>Basic operations and concepts Students demonstrate their understanding of the nature and operation of technology systems.</p> <p>C/T 9-12.1 b) Define the relationship between infrastructure, electronic resources, and connectivity.</p>	<p>C/T 12.1 The student will demonstrate a basic understanding of fundamental computer operations and concepts.</p> <p>e) Describe how computers may be connected to form a telecommunication network.</p> <p>C/T 12.3 The student will develop skills in the use of telecommunications networks.</p> <p>b) Compare and contrast the use of local area networks, wide area networks and worldwide networks.</p> <p>d) Demonstrate an understanding of the concepts of broadcast instruction, audio/video conferencing, and other distance learning applications.</p>	<p>The proposed Standard of Learning is based on the recognition that new forms of technology will arise and that students will need to understand the basic relationships between these types of technologies and their resources. It avoids providing a list of particular resources.</p>
<p>Basic operations and concepts Students demonstrate their understanding of the nature and operation of technology</p>	<p>C/T 12.1 The student will demonstrate a basic understanding of fundamental computer operations and concepts.</p>	<p>The proposed Standard of Learning requires students to reach beyond a surface understanding of new and emerging</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>systems.</p> <p>C/T 9-12.1 c) Identify and describe the impact of new and emerging technologies and their applications.</p>	<p>g) Identify new and emerging technologies.</p>	<p>technologies and to evaluate these technologies in terms of their impact on their own lives.</p>
<p>Basic operations and concepts Students are proficient in the use of technology.</p> <p>C/T 9-12.2 a) Identify and resolve hardware and software compatibility issues. b) Develop and communicate strategies for solving routine hardware and software problems.</p>	<p>C/T 12.1 The student will demonstrate a basic understanding of fundamental computer operations and concepts. a) Successfully operate a multimedia computer system with related peripheral devices. b) Demonstrate touch typing skills in computer use. f) Analyze and solve simple hardware and software problems</p>	<p>The proposed Standard of Learning requires students to learn the skills needed for ongoing use of technology, even those not yet invented. The skills they learn for de-coding directions and technical information, as well as troubleshooting hardware and software will serve them throughout their learning career. The current Standard of Learning is applied to earlier grades under the proposed Standards of Learning.</p>
<p>Social, ethical, and human issues Students understand the ethical, cultural, and societal issues related to technology.</p> <p>C/T 9-12.3 a) Assess the potential of information and technology to address personal, lifelong learning, and workplace needs. c) Explore and participate in online communities and online learning opportunities. d) Identify the role that technology will play in future career opportunities.</p>	<p>C/T 12.1 The student will demonstrate a basic understanding of fundamental computer operations and concepts. g) Identify new and emerging technologies.</p> <p>C/T 12.3 The student will develop skills in the use of telecommunications networks. d) Demonstrate an understanding of the concepts of broadcast instruction, audio/video conferencing, and other distance learning applications.</p>	<p>The proposed Standard of Learning provides for supplying students with the background, knowledge, skill, and experience to continue their learning career beyond their school years. They learn how to evaluate and apply actively what they know rather than be passive observers.</p>
<p>Social, ethical, and human issues Students understand the ethical, cultural, and societal issues related to technology.</p>		<p>The proposed Standard of Learning reflects new technology and issues that were not applicable in the past.</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
C/T 9-12.3 b) Demonstrate knowledge of electronic crimes such as viruses, pirating, and computer hacking.		
Social, ethical, and human issues Students practice responsible use of technology systems, information, and software. C/T 9-12.4 a) Adhere to fair use and copyright guidelines. b) Adhere to the school division's Acceptable Use Policy as well as other state and federal laws. c) Model respect for intellectual property.	C/T 12.3 The student will develop skills in the use of telecommunications networks. e) Explain legal, personal safety, network etiquette, and ethical behaviors regarding the use of technology and information. C/T 12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process and analyze data and to report information related to an investigation. f) Appropriately cite electronic resources in gathering information. g) Apply Copyright and Fair Use Guidelines in reporting information.	The proposed Standard of Learning requires students to not only follow fair use guidelines, but also the division's Acceptable Use Policy and copyright law. It also asks them to apply their knowledge as they become models for other students.
Social, ethical, and human issues Students develop positive attitudes toward technology. C/T 9-12.5 a) Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.	C/T 12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process, and analyze data and to report information related to an investigation. e) Utilize a variety of media and resources in collaboration with peers, experts, and others to design a learning activity and/or presentation.	The proposed Standard of Learning places an emphasis on process as much as on product.
Social, ethical, and human issues Students develop positive attitudes toward technology. C/T 9-12.5 b) Model responsible use and respect for		This proposed Standard of Learning recognizes that students must learn to act responsibly with communal technology resources and that older students especially should model proper behavior.

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
equipment, resources, and facilities.		
Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources. C/T 9-12.6 a) Integrate databases, spreadsheets, charts, and tables to create reports.	C/T 12.2 The student will use application software to accomplish a variety of learning tasks. d) Use features of applications that integrate word processing, database, spreadsheet, telecommunication, and graphics.	The proposed Standard of Learning is restated to be more consistent with other proposed Standards of Learning.
Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources. C/T 9-12.6 b) Use available technological tools to expand and enhance understanding of ideas and concepts.	C/T 12.2 The student will use application software to accomplish a variety of learning tasks. g) Apply specific-purpose electronic devices (such as, a graphing calculator, scientific probeware, or multi-function keyboards) in appropriate content areas). C/T 12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process, and analyze data and to report information related to an investigation. c) Evaluate the usefulness, appropriateness, currency, and reliability of acquired information.	The proposed Standard of Learning requires students to analyze information for the purpose of generating understanding for themselves and others.
Technology research tools Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. C/T 9-12.7 a) Analyze and draw conclusions about the comprehensiveness and bias of electronic	C/T 12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process, and analyze data and to report information related to an investigation. a) Design and use a wide range of effective search strategies to acquire information. b) Use a wide variety of electronic media and	The proposed Standard of Learning is restated to be more consistent with other proposed Standards of Learning.

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
<p>information sources.</p> <p>b) Design and implement a variety of search strategies to retrieve electronic information.</p>	<p>databases to search for and retrieve information.</p> <p>c) Evaluate the usefulness, appropriateness, currency, and reliability of acquired information.</p>	
<p>Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions.</p> <p>C/T 9-12.8 a) Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.</p>		<p>The proposed Standard of Learning reflects the wider availability of such technology tools for these purposes.</p>
<p>Problem-solving and decision making tools Students use technology resources for solving problems and making informed decisions.</p> <p>C/T 9-12.8 b) Select and apply technology tools for information analysis, problem solving, and decision making. c) Use technology resources such as educational software, simulations, and models for problem solving, and independent learning. d) Produce and disseminate information through collaborative problem solving activities.</p>	<p>C/T 12.2 The student will use application software to accomplish a variety of learning tasks. f) Select, evaluate, and use appropriate technology for research and data collection.</p> <p>C/T 12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process, and analyze data and to report information related to an investigation. e) Utilize a variety of media and resources in collaboration with peers, experts, and others to design a learning activity and/or presentation.</p>	<p>The use of technology as a problem-solving tool is a new emphasis for the proposed C/T Standard of Learning, although the current Standard of Learning briefly address problem solving. One of the strengths of technology is its capability to extend the students' own abilities in this area. They need many opportunities to practice and refine this skill set.</p>
<p>Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	<p>C/T 12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process and analyze data and to report information related to an investigation.</p>	<p>The proposed Standard of Learning is restated to be more consistent with other proposed Standard of Learning.</p>

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
C/T 9-12.9 a) Determine the most effective tool, format, and style to communicate to specific audiences.	d) Select appropriate technology for communicating information for an intended purpose and audience.	
Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. C/T 9-12.9 b) Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.	C/T 12.3 The student will develop skills in the use of telecommunications networks. a) Use local, wide area, and worldwide network communication systems to access, analyze, interpret, and synthesize information. c) Access and use telecommunications tools and resources for information sharing, remote information access and retrieval, and multi-media/hypermedia publishing. d) Demonstrate an understanding of the concepts of broadcast instruction, audio/video conferencing, and other distance learning applications.	The proposed Standard of Learning reflects new technology, and makes allowance for technologies that may not yet have reached into the classroom. It also focuses on the uses of the technology.
Technology communication tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. C/T 9-12.9 c) Practice self-directed use of advanced technology tools for communicating with specific audiences.	C/T 12.2 The student will use application software to accomplish a variety of learning tasks. a) Use advanced features of word processing, desktop publishing, graphics programs, and utilities in learning activities. b) Use spreadsheets for analyzing, organizing, and displaying numeric data graphically. c) Design and manipulate databases and generate customized reports. d) Use features of applications that integrate word processing, database, spreadsheet, telecommunication, and graphics. e) Identify, select, and integrate video and digital images in varying formats for creating multi-media presentations, publications and/or	The proposed Standard of Learning focuses on student responsibility and opens up the use of technology to all currently available technologies, as well as those which may become available in the future.

PROPOSED C/T SOL	CURRENT C/T SOL	COMMENTS
	<p>other products.</p> <p>C/T12.3 The student will develop skills in the use of telecommunications networks.</p> <p>c) Access and use telecommunications tools and resources for information sharing, remote information access and retrieval, and multi-media/hypermedia publishing.</p> <p>C/T12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process, and analyze data and to report information related to an investigation.</p> <p>d) Select appropriate technology for communicating information for an intended purpose and audience.</p> <p>e) Utilize a variety of media and resources in collaboration with peers, experts, and others to design a learning activity and/or presentation.</p>	

Board of Education Agenda Item

Item: K.

Date: March 23, 2005

Topic: Status Update on the Recommendations of the Joint Committee of the Board of Education and Board of Health Regarding the Feasibility of Developing an Education Curriculum for Proper Nutrition and Exercise for Students in Grades K-12

Presenters: Dr. Cynthia A. Cave, Director, Student Services and
Ms. Lynne A. Fellin, Acting Director School Nutrition Programs

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Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by
☐ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action
date October 28, 2004
action Final report of the joint committee of the Board of Education and Board of Health was
received by the Board of Education.

Background Information:

A joint committee of the Board of Health and the Board of Education was established in 2004 to study the feasibility of developing an education curriculum for proper nutrition and exercise for students in grades K-12. The committee also examined broader issues concerning nutrition and physical activity among K-12 students. The final report of the joint committee was received by the Board of Education at its October 2004 meeting. The summary recommendations of the joint committee's final report were:

- 1) **Develop curriculum for proper nutrition and physical education.** The report recommendation was curriculum development should continue to be the responsibility of local school divisions with guidance and technical assistance provided by the Virginia Department of Education with consultation from the Virginia Department of Health.
- 2) **Establish state guidelines for school divisions to use in developing a nutrition and physical activity policy at the local level.** Goals for the state guidelines and recommendations were provided in the report.

- 3) **Establish a mechanism for state level evaluations and technical assistance.** Recommendations for evaluation and technical assistance were provided in the report.
- 4) **Continue collaboration between the Departments of Education and Health on issues concerning the health of the school age population.** The report recommendation was to continue to focus on developing school-based strategies for preventing childhood obesity.

The Board of Education requested the department study the joint committee report recommendations and advise the Board on the feasibility of implementation. This status report provides information regarding implementation of the following recommendations:

- Establish state guidelines for school divisions to use in developing a nutrition and physical activity policy at the local level;
- Establish a mechanism for state level evaluation and technical assistance;
- Continue collaboration between the Departments of Education and Health.

The attached report provides a crosswalk table to compare the recommendations of the joint committee's report with the Governor's Awards Program for Nutrition and Physical Activity and other agency activities currently being implemented to address nutrition and physical activity in the schools.

The Governor's Nutrition and Physical Activity Awards Program is an incentive program intended to drive best practices and policy changes at the school and division levels, enhance student health, and improve academic achievement. Best practices that support proper nutrition and increased physical activity for K-12 students form the basis of the Governor's Nutrition and Physical Activity Scorecard. The best practices and policies recommended by the Joint Committee of the Board of Education and Board of Health, the Virginia Action for Healthy Kids coalition, and national and state organizations are incorporated into the scorecard. A tiered recognition program based on a point system rewards schools for implementing these best practices.

Summary of Major Elements:

The joint committee's recommendations suggest 16 different areas for goals, including nutrition standards for all foods and beverages available anywhere on the school campus during the school day. The Governor's Nutrition and Physical Activity Scorecard and Awards Program directly addresses 11 of these goals, including all of the suggested nutrition standards, as illustrated in Table I. Other goals are addressed through current activities of the Department of Education, as summarized in Table II.

Superintendent's Recommendation: N/A

Impact on Resources:

Implementation of these recommendations and use of the scorecard is voluntary. The fiscal impact for local school divisions that choose to implement the recommendations would be managed at the local level. Examples of potential fiscal impact are changes to the school schedule to provide additional time for physical education and recess, development of new bid specifications for foods and beverages to meet the recommended guidelines, and alternate sources of revenue if sales volume decreases when the nutrition standards are applied or if the cost of products sold increases. The scorecard is free to school divisions and is currently supported by the department with school nutrition administrative funds.

Timetable for Further Review/Action: N/A

**Comparison of Governor Warner's Nutrition and Physical Activity Scorecard and Awards
Program and the
Joint Committee of the Board of Education and the Board of Health on Physical Activity and
Nutrition in Grades K-12**

The joint committee's recommendations as provided in their *Final Report* of September 7, 2004, include the following:

- State guidelines be established for school divisions to use in developing a Nutrition and Physical Activity Policy at the local level;
- A mechanism be established for state level evaluations and technical assistance;
- Collaboration between the Departments of Education and Health be continued.

The joint committee's recommendations suggest 16 different areas for goals, including nutrition standards for all foods and beverages available anywhere on the school campus. The Governor's Nutrition and Physical Activity Scorecard and Awards Program directly addresses 11 of these goals, including all of the suggested nutrition standards, as illustrated in Table I. Other goals are addressed through activities of the Department of Education, as summarized in Table II.

There are several recommended goals that the scorecard and current agency activities do not yet address. Some of these items require further study by the Department of Education, and others represent local school board policy decisions. They are as follows:

- 6c: Evenly divide the percentage of instructional time between health instruction and physical education for all health and physical education courses.
- 6e: Incorporate agricultural education programs in schools, within the current SOL framework, such as the USDA funded Farm to School program and school gardening programs.
- 6l: Encourage school staff to use non-food items as a reward for students.
- 6n: Recommend the BOE evaluate the feasibility of requiring physical education daily.
- 6o: Recommend that aggregate fitness data currently collected by each school be reported to VDOE and incorporated into the School Performance Report Card.

TABLE I
COMPARISON OF JOINT COMMITTEE’S RECOMMENDATIONS FOR PHYSICAL
ACTIVITY AND NUTRITION GUIDELINES AND THE SCORECARD AWARDS PROGRAM

BOE and BOH Recommendations	Page	Governor’s Scorecard and Awards Program Standards	Page
#6a – Integrate nutrition, health, and physical education concepts into core curriculum.	7	#7 - Schools integrate health and physical education concepts and other curriculum areas.	4
#6b – Strive to provide daily health and physical education.	8	#1 - All students receive physical education for at least 150 minutes per week (for elementary) and 225 minutes per week (for middle and high school).	2
#6d – Incorporate physical activity during recess and strive for 30 minutes per day.	8	#2 - Elementary school provides a minimum of 30 minutes of daily recess that promotes physical activity.	2
#6f – Have School Health Advisory Board (SHAB) report on benchmarks to improve nutrition, physical education and physical activity.	8	The school/school division scorecard team must share scorecard results with SHAB.	Intro.
#6g – Recognize nutrition staff as part of education team.	8	#27 - There is collaboration between the cafeteria and the classroom to reinforce nutrition education. Nutrition coordinators and managers are also a required part of scorecard team.	11 & Intro.
#6h – Participate in the National School Lunch Program and School Breakfast Program.	8	#12 - The school participates in the USDA National School Lunch Program. #13 - The school participates in the USDA School Breakfast Program.	6
#6i – Have enough time to eat at appropriate times of day.	8	#15 - Students have adequate time to eat school meals.	7
#6j – Limit fundraising to non-food activities.	8	#26 - Fund-raising organizations are encouraged to limit the sale of high fat or high calorie foods and have minimum nutrition standards for all foods sold.	11
#6k – Educate families on nutrition and physical activity.	8	#5 - The school provides students and their families opportunities to participate in a variety of physical activities. #31 - Nutrition information is provided regularly to parents. #32 - The school has a Nutrition Advisory Council (or similar committee) that includes parents.	3, 13-14

BOE and BOH Recommendations	Page	Governor's Scorecard and Awards Program Standards	Page
		#33 - Partnerships are developed to strengthen the mission of improving the nutritional status of children. #34 - Menus and nutrition messages are posted monthly on the school's Web site.	
#6m – Market and promote healthy eating and physical activity.	8	#28 - Adults eat with students and serve as role models for healthy eating practices. #31- Nutrition information is provided regularly to parents. #33 - Partnerships are developed to strengthen the mission of improving the nutritional status of children. #34 - Menus and nutrition messages are posted monthly on the school's Web site.	12-14

BOE and BOH Recommendations	Page	Governor's Scorecard and Awards Program Standards	Page
<p>#6p – Encourage school divisions to use guidelines to develop local ‘wellness’ policies.</p> <p>(The Child Nutrition and WIC Reauthorization Act of 2004 (P.L. 108-265, section 204) requires school divisions participating in the National School Lunch Program to adopt a local wellness policy by July 1, 2006. Schools must set goals for nutrition education, physical activity and other school-based activities for promotion of student wellness. Schools must also establish nutrition standards for all foods available during the school day.)</p>	9	<p>#16 - School meals include a variety of foods.</p> <p>#17 - Low-fat and skim milk are available at breakfast and lunch every day.</p> <p>#18 - Meals include appealing, low-fat items.</p> <p>#19 - Food purchasing and preparation practices are used to reduce fat content.</p> <p>#20 - Nutrient analysis software is used in planning menus that meet the <i>School Meals Initiative</i> requirements.</p> <p>#21 - All foods provided (parties, snacks, treats) or sold on campus during the school day must meet minimum nutrient standards.</p> <p>#22 - The only beverages sold by the cafeteria and anywhere on campus during the school day are 100 percent fruit juices or fruit juice drinks with a minimum of 25 percent fruit juice, water, and low-fat or non-fat milk.</p> <p>#23 - The only snacks sold in the cafeteria and on campus during the school day contain fewer than 300 calories per item.</p> <p>#24 - The only snacks sold in the cafeteria and on campus during the school day contain no more than 30 percent of calories from fat (except nuts and seeds) and no more than 10 percent of calories from saturated fat per serving.</p> <p>#25 The only snacks sold in the cafeteria and on campus during the school day are no more than 35 percent by weight sugar per serving.</p> <p>#26 - Fund-raising organizations are encouraged to limit the sale of high fat or high calorie foods and have minimum nutrition standards for all foods sold.</p>	7-11
#6p - Nutrition Standards (2) – offer fruits and vegetables using healthy food preparation techniques.	9	<p>#16 - School meals include a variety of foods.</p> <p>#18 - Meals include appealing, low-</p>	7-9

BOE and BOH Recommendations	Page	Governor's Scorecard and Awards Program Standards	Page
		fat items. #19 - Food purchasing and preparation practices are used to reduce fat content. #21 - All foods provided (parties, snacks, treats) or sold on campus during the school day must meet minimum nutrient standards.	
#6p - Nutrition Standards (3) – offer nonfat or low-fat dairy products, consistent with USDA standards.	9	#17 - Low-fat and skim milk are available at breakfast and lunch every day. #18 - Meals include appealing, low-fat items. #19 - Food purchasing and preparation practices are used to reduce fat content. #21 - All foods provided (parties, snacks, treats) or sold on campus during the school day must meet minimum nutrient standards. #24 - The only snacks sold in the cafeteria and anywhere on campus during the school day contain no more than 30 percent of calories from fat (except nuts and seeds) and no more than 10 percent of calories from saturated fat per serving.	8 & 9
#6p - Nutrition Standards (4) – beverages should contain at least 25% fruit juice with no added sweeteners; soft drinks, sports drinks, punch, other juice and beverages with caffeine should not be available during the school day.	9	#17 - Low-fat and skim milk are available at breakfast and lunch every day. #21 - All foods provided (parties, snacks, treats) or sold on campus during the school day must meet minimum nutrient standards. #22 - The only beverages sold by the cafeteria and anywhere on campus during the school day are 100 percent fruit juices or fruit juice drinks with a minimum of 25 percent fruit juice, water, and low-fat or non-fat milk.	8 & 9

BOE and BOH Recommendations	Page	Governor's Scorecard and Awards Program Standards	Page
#6p - Nutrition Standards (5) – Snacks should be limited to those with no more than 300 Kcal per item, less than 30% of total calories from fat or no more than 35% of sugar by weight.	9	<p>#21 - All foods provided (parties, snacks, treats) or sold on campus during the school day must meet minimum nutrient standards.</p> <p>#23 - The only snacks sold in the cafeteria and anywhere on campus during the school day contain fewer than 300 calories per item.</p> <p>#24 - The only snacks sold in the cafeteria and anywhere on campus during the school day contain no more than 30 percent of calories from fat (except nuts and seeds) and no more than 10 percent of calories from saturated fat per serving.</p> <p>#25 - The only snacks sold in the cafeteria and anywhere on campus during the school day are no more than 35 percent by weight sugar per serving.</p>	9-11

TABLE II
COMPARISON OF JOINT COMMITTEE’S RECOMMENDATIONS AND CURRENT
AGENCY ACTIVITIES

BOE and BOH Recommendations	Page	Current Agency Activities	Page
#5 – Developing curriculum is the responsibility of local school divisions with technical assistance from VDOE	7	Technical Assistance Guides (TAGs) for nutrition and physical activity are available to all school divisions	N/A
#6p – Encourage school divisions to use guidelines to develop local ‘wellness’ policies. Nutrition guidelines developed by Virginia Action for Healthy Kids (VAFHK) may be used as template for incorporation into wellness policies.	9	The Child Nutrition and WIC Reauthorization Act of 2004 (P.L. 108-265, section 204) requires school divisions participating in the National School Lunch Program to adopt a local wellness policy by July 1, 2006. Schools must set goals for nutrition education, physical activity and other school-based activities for promotion of student wellness. Schools must also establish nutrition standards for all foods available during the school day. The DOE school nutrition program will inform school divisions of the requirement through a Superintendents’ Memo, provide technical assistance in development of local policy, and monitor compliance. School divisions will be asked to report on their wellness policies via their required annual SHAB reports.	N/A
#7 – Establish a mechanism for state evaluations and technical assistance #7a --Provide guidance to school divisions for implementation of guidelines provided; Develop a Web-based curricula resource for nutrition, health education and physical education to assist teachers, comparable to core instructional subjects (VDH should review and revise the <i>Virginia School Health Guidelines</i> to enhance nutrition and physical activity components)	10	Ongoing DOE responsibilities. See Health Smart Virginia at http://healthsmartva.pwnet.org/	N/A

BOE and BOH Recommendations	Page	Current Agency Activities	Page
<p>#7b –DMAS should analyze Va. Medicaid data regularly to estimate Va.-specific obesity-related health care costs</p> <p>DOE will survey schools twelve months after the issuance of state guidelines through a joint memo with VDH to monitor progress toward implementation. Survey to be developed and administered pursuant to an assessment plan to be developed by DOE in consultation with VDH.</p> <p>Survey findings to be reported to the BOE and BOH within one year of when recommendations and policies published and disseminated to schools.</p>	10	<p>Governor Warner’s Scorecard presents best practices and standards to school divisions. The interactive Web site enables data to be captured on the current status of schools participating.</p> <p>Implementation status of local wellness policies will be reported to DOE via the annual SHAB report.</p>	N/A

Board of Education Agenda Item

Item: L

Date: March 23, 2005

Topic: Statewide Performance Report Summary for Career and Technical Education

Presenter: Ms. Elizabeth M. Russell, Director of Career and Technical Education

Telephone Number: (804) 225-2847

E-Mail Address: Elizabeth.Russell@doe.virginia.gov

Origin:

<u>x</u>	Topic presented for information only (no board action required)
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_____ Board review required by _____
 _____ State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

_____ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

x No previous board review/action

____ Previous review/action
date _____
action _____

Background Information: The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2000-2004 State Plan for Career and Technical Education (CTE). The federal Perkins act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the board and other audiences. Each school division and the Virginia Community College System will receive an annual report of performance.

Summary of Major Elements

The Virginia system addresses:

- academic achievement;
- occupational competence;
- nontraditional career preparation;
- successful transition to careers and/or further education;
- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

The CTE Annual Performance Report provides results for the first four items. All other results will be provided to each locality in a comprehensive individual Data Analysis Report.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the report be accepted as presented, maintained as a part of the Board of Education's meeting records, and be communicated to the audiences required by the Perkins legislation.

Impact on Resources: There is a minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action: **None**

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT**

2003-2004

A.**ACADEMIC ACHIEVEMENT**

Performance Standard: Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Provisional Accreditation Benchmarks¹, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2003-2004 Standards of Learning End-of-Course Tests

Subject Area	Percent of Test Takers
English	81.48% (65,067 of 79,860)
Mathematics	70.60% (65,702 of 93,057)
History	73.80% (76,390 of 103,505)
Science	70.30% (66,921 of 95,197)

Note: The Academic Achievement data in this report represent a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. These academic attainment data are completed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

¹ The Board set the minimum acceptable pass rates required for a school to achieve the rating of Provisionally Accredited/Meets State Standards in the academic years 2000-2004. The Provisional Accreditation Benchmarks through 2004 are as follows:

Year	English	Math	History/Social Sciences	Science
2000-01	63%	60%	45%	60%
2001-02	66%	65%	50%	65%
2002-03	70%	70%	55%	70%
2003-04	70%	70%	55%	70%

B.**OCCUPATIONAL COMPETENCE**

Performance Standard: Ninety-four and three tenths percent (94.34%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

Career and Technical Education Program Completers

Completers who Attained 80% of the Competencies	Completers ²	Percent that Attained 80% of the Competencies
25,710	26,828	95.83%

Note: A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

² Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.

NON-TRADITIONAL CAREER PREPARATION

Performance Standard: The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprise less than 25 percent will be 12.82 percent.

C. Non-Traditional Career Preparation Enrollment

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
13,363	99,114	13.48%

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25 percent will be 9.63 percent.

D. Non-Traditional Career Preparation Completion

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
1,463	12,221	11.97%

E. SECONDARY SCHOOL COMPLETION

Performance Standard: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs, is 96.47 percent.

Secondary School Completion Rate

c^3	$c + d^3$	Completion Rate ³
26,828	26,927	99.63%

³ The Completion Rate was calculated using the number of completers (c) reported on the 2003-2004 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2003-2004 Division Dropout Report. The formula is $c \div (c+d)$.

F. DIPLOMA/CREDENTIAL

Performance Standard: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined.⁴

Seal Attainment Rate

Completers who earned at least one Seal	Completers	Percent that Earned a Board Seal
15,689	26,828	58.48%

Note: Three hundred twelve (312) combined and comprehensive high schools in 120 divisions awarded the Career and Technical Education or the Advanced Mathematics and Technology Board of Education Diploma Seals during the 2003-2004 school year. ⁴ Data collected in 2000-2001, 2001-2002, 2002-2003, and 2003-2004 to establish the state baseline for future negotiations with the United States Department of Education, Office of Vocational and Adult Education.

G.**TRANSITION**

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 92.81 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2003 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
19,950	20,947	95.24%

2003 Completer Response Rate

Completers who responded to the survey	2003 Completers	Completer Response Rate
20,947	25,766	81.30%

Note: The target response rate for the 2004 Follow-Up of the 2003 Completers was 75 percent.

2003-2004 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	X	
B. Occupational Competence	X	
C. Non-Traditional Career Enrollment	X	
D. Non-Traditional Career Completion	X	
E. Secondary School Completion	X	
F. Diploma/Credential	—	—
G. Completer Transition Rate	X	

— The Performance Standard is not applicable for 2003-2004.

2003-2004 STATEWIDE PERFORMANCE SUMMARY BY DIVISION *

- X** Performance meets or exceeds the 2003-2004 Performance Standard.
◆ Refer to the individual school data for results.
▲ Data collected for the 2003-2004 school year will be used to establish a future baseline.
– Performance measure does not apply to Regional Technical Centers.

Division	Standards**						
	A	B	C	D	E	F	G
Accomack County Public Schools	◆	X	X	X		▲	
Albemarle County Public Schools	◆	X	X		X	▲	X
Alexandria City Public Schools	◆	X		X	X	▲	X
Alleghany County Public Schools	◆	X		X	X	▲	X
Amelia County Public Schools	◆	X	X		X	▲	
Amelia-Nottoway Technical Center	–				–	–	
Amherst County Public Schools	◆	X		X	X	▲	
Appomattox County Public Schools	◆	X			X	▲	
Arlington County Public Schools	◆	X		X	X	▲	X
Augusta County Public Schools	◆	X	X		X	▲	X
Bath County Public Schools	◆	X	X	X	X	▲	X
Bedford County Public Schools	◆	X			X	▲	
Bland County Public Schools	◆	X	X	X	X	▲	X
Botetourt County Public Schools	◆	X			X	▲	X
Bristol City Public Schools	◆	X			X	▲	
Brunswick County Public Schools	◆	X			X	▲	
Buchanan County Public Schools	◆	X	X		X	▲	X
Buckingham County Public Schools	◆	X			X	▲	X
Buena Vista City Public Schools	◆	X	X	X	X	▲	X
Campbell County Public Schools	◆	X			X	▲	X
Caroline County Public Schools ¹	◆	X		X	X	▲	
Carroll County Public Schools	◆	X			X	▲	X
Charles City County Public Schools	◆	X	X	X	X	▲	
Charlotte County Public Schools	◆	X	X	X	X	▲	X
Charlottesville Albemarle Technical Ctr	–				–	–	X
Charlottesville City Public Schools	◆	X			X	▲	
Chesapeake City Public Schools	◆	X	X		X	▲	X
Chesterfield County Public Schools	◆				X	▲	X
Clarke County Public Schools	◆	X		X	X	▲	X
Colonial Beach Public Schools	◆	X	X		X	▲	
Colonial Heights City Public Schools	◆	X	X		X	▲	X
Covington City Public Schools	◆	X		X	X	▲	X
Craig County Public Schools	◆	X	X		X	▲	X
Culpeper County Public Schools	◆	X			X	▲	X
Cumberland County Public Schools	◆	X	X	X	X	▲	X
Danville City Public Schools	◆	X	X	X	X	▲	
Dickenson County Public Schools	◆	X	X	X	X	▲	
Dinwiddie County Public Schools	◆	X			X	▲	
Essex County Public Schools	◆	X		X	X	▲	X
Fairfax County Public Schools	◆	X	X		X	▲	X
Falls Church City Public Schools	◆		X		X	▲	X
Fauquier County Public Schools	◆	X			X	▲	X

Division	Standards**						
	A	B	C	D	E	F	G
Floyd County Public Schools	◆	X				▲	X
Fluvanna County Public Schools	◆	X			X	▲	
Franklin City Public Schools	◆	X	X	X	X	▲	X
Franklin County Public Schools	◆	X			X	▲	X
Frederick County Public Schools	◆	X	X	X	X	▲	X
Fredericksburg City Public Schools	◆	X			X	▲	X
Galax City Public Schools	◆	X		X	X	▲	X
Giles County Public Schools	◆	X			X	▲	X
Gloucester County Public Schools	◆	X			X	▲	X
Goochland County Public Schools	◆	X	X		X	▲	
Grayson County Public Schools	◆	X		X	X	▲	X
Greene County Public Schools	◆	X			X	▲	X
Greensville County Public Schools	◆	X	X	X	X	▲	X
Halifax County Public Schools	◆	X			X	▲	
Hampton City Public Schools	◆			X	X	▲	X
Hanover County Public Schools	◆	X			X	▲	X
Harrisonburg City Public Schools	◆	X			X	▲	X
Henrico County Public Schools	◆		X	X	X	▲	X
Henry County Public Schools	◆	X	X	X	X	▲	X
Highland County Public Schools	◆	X			X	▲	X
Hopewell City Public Schools	◆	X		X	X	▲	
Isle of Wight County Public Schools	◆	X	X	X	X	▲	X
Jackson River Technical Center	–				–	–	
King and Queen County Public Schools	◆		X	X	X	▲	
King George County Public Schools	◆	X	X		X	▲	X
King William County Public Schools	◆	X	X			▲	
Lancaster County Public Schools	◆	X	X		X	▲	
Lee County Public Schools	◆	X			X	▲	X
Loudoun County Public Schools	◆	X			X	▲	X
Louisa County Public Schools	◆	X	X	X	X	▲	X
Lunenburg County Public Schools	◆	X			X	▲	
Lynchburg City Public Schools	◆	X			X	▲	
Madison County Public Schools	◆	X		X	X	▲	
Manassas City Public Schools	◆	X	X	X	X	▲	X
Manassas Park City Public Schools	◆	X	X			▲	X
Martinsville City Public Schools	◆	X	X	X	X	▲	X
Massanutten Technical Center	–				–	–	
Mathews County Public Schools	◆	X	X	X	X	▲	X
Mecklenburg County Public Schools	◆	X	X		X	▲	X
Middlesex County Public Schools	◆	X				▲	
Montgomery County Public Schools	◆	X		X	X	▲	X
Nelson County Public Schools	◆	X		X	X	▲	X

Division	Standards**						
	A	B	C	D	E	F	G
New Horizons Technical Center	–				–	–	
New Kent County Public Schools	◆				X	▲	
Newport News City Public Schools	◆	X	X		X	▲	X
Norfolk City Public Schools	◆	X	X	X	X	▲	X
Northampton County Public Schools	◆	X			X	▲	
Northern Neck Technical Center	–				–	–	
Northumberland County Public Schools	◆	X	X		X	▲	
Norton City Public Schools	◆	X			X	▲	
Nottoway County Public Schools	◆	X	X		X	▲	
Orange County Public Schools	◆		X	X	X	▲	X
Page County Public Schools	◆				X	▲	
Patrick County Public Schools	◆	X			X	▲	X
Petersburg City Public Schools	◆				X	▲	X
Pittsylvania County Public Schools	◆	X	X	X	X	▲	X
Poquoson City Public Schools	◆	X		X	X	▲	X
Portsmouth City Public Schools	◆	X	X	X	X	▲	X
Powhatan County Public Schools	◆	X		X	X	▲	
Prince Edward County Public Schools	◆	X		X	X	▲	
Prince George County Public Schools	◆	X			X	▲	X
Prince William County Public Schools	◆	X		X	X	▲	X
Pulaski County Public Schools	◆	X			X	▲	
Radford City Public Schools	◆	X	X		X	▲	X
Rappahannock County Public Schools	◆	X	X		X	▲	X
Richmond City Public Schools	◆				X	▲	
Richmond County Public Schools	◆	X	X		X	▲	X
Roanoke City Public Schools	◆	X	X		X	▲	
Roanoke County Public Schools	◆	X			X	▲	X
Rockbridge County Public Schools	◆	X		X	X	▲	

Division	Standards**						
	A	B	C	D	E	F	G
Rockingham County Public Schools	◆	X		X	X	▲	X
Rowanty Technical Center	–				–	–	
Russell County Public Schools	◆	X				▲	
Salem City Public Schools	◆	X	X		X	▲	X
Scott County Public Schools	◆	X	X		X	▲	X
Shenandoah County Public Schools	◆	X			X	▲	X
Smyth County Public Schools	◆				X	▲	
Southampton County Public Schools	◆	X	X	X	X	▲	
Spotsylvania County Public Schools	◆	X		X	X	▲	X
Stafford County Public Schools	◆	X		X	X	▲	X
Staunton City Public Schools	◆	X			X	▲	X
Suffolk City Public Schools	◆	X	X	X	X	▲	X
Surry County Public Schools	◆	X	X		X	▲	X
Sussex County Public Schools	◆	X			X	▲	X
Tazewell County Public Schools	◆	X	X		X	▲	X
The Pruden Center for Ind and Technology	–				–	–	
Valley Vocational Technical Center	–				–	–	
Virginia Beach City Public Schools	◆		X	X	X	▲	X
Warren County Public Schools	◆	X			X	▲	X
Washington County Public Schools	◆	X			X	▲	X
Waynesboro City Public Schools	◆	X			X	▲	
West Point Public Schools	◆	X	X	X	X	▲	X
Westmoreland County Public Schools	◆	X			X	▲	
Williamsburg-James City Public Schools	◆	X	X	X	X	▲	X
Winchester City Public Schools	◆	X			X	▲	X
Wise County Public Schools	◆	X	X	X	X	▲	
Wythe County Public Schools	◆		X	X	X	▲	X
York County Public Schools	◆	X	X	X	X	▲	X

* – Based on data reported to United States Department of Education, December 31, 2004.

**Standards are as follows:

- A. Academic Achievement
- B. Occupational Competence
- C. Non-Traditional Career Preparation Enrollment
- D. Non-Traditional Career Preparation Completion
- E. Secondary School Completion
- F. Diploma/Credential
- G. Completer Transition Rate

¹ – Performance based on data collected as of February 2005 due to late submission by division.